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ABSTRACT

Arranged in five chapters, this handbook provides teachers with a variety of short-term modular, and semester-long voter education programs suitable for use at either the elementary or secondary level. The first chapter, an introduction, provides an overview of the status of student voter education programs and recommends possible roles for election officials in the development and implementation of such programs. The second chapter contains information and recommendations for short- and long-term and modular projects for middle schools and high schools. Three types of mock elections are outlined and sections and sample lessons from one long-term project, Project PAVE (People and Action in Voter Education), are provided. A chapter on elementary level voter education describes how mock elections can be used at each of the lower grades and briefly describes some other materials available for this level. The fourth chapter focuses on using election officials as resources. The final chapter discusses voter registration related activities, including actual registration of high school students, the appointment of student deputy registrars, and registration drives. Three appendices contain the following materials: thirty classroom activities; a list of community, state, and national resources; and a list giving names and titles of election and education officials interviewed during state visits. A bibliography concludes the publication. (LP)

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Voter Information and Education Programs 2:

Voter Education Programs in the Schools

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Introduction by the National Clearinghouse on Election Administration

One of the more annoying aspects of modern living is that in order to get anything done these days you have to spend what seems like a lot of time satisfying somebody else's policies and procedures. Nothing is more infuriating, for example, than to have to wait in a long line only to discover when you get to the head of it that you have not filled out some necessary form or that you have failed to bring along some required document. This is all the more irritating when there is absolutely no sign or shred of information telling you beforehand what was needed to complete the transaction. Worse still is when the person across the counter gets huffy about it. And if it happens to be a public office supported by taxpayers' money, well. . .

On the other side of the problem, we all have a tendency to get so wrapped up in our own work that we develop a kind of tunnel vision about those around us — even those we are supposed to serve. It can be very exasperating dealing with citizens who are not sure what they are doing or who have not had the wit to follow procedures that seem perfectly obvious and sensible to *us*. If only they would just find out what they need or what they have to do before they get to us. And then they get irate when things do not go smoothly for them!

The missing ingredient that causes these collisions between public officials and the general public is, of course, adequate information. And because they are supposed to serve the public, the burden of providing adequate information falls on the public officials.

Adequate information may do even more than just make life easier for everyone. It may, in fact, induce people to do things which they are otherwise reluctant to do out of sheer ignorance or dread. Some social scientists explain our behavior in terms of the costs and benefits which we perceive in performing any act. If you want somebody to do something (register, vote, or whatever), the idea is to arrange things so that the benefits they perceive in doing it outweigh the costs (time, trouble, etc.) they see in doing it. There are obviously two ways of going about this.

The first way is to increase the perceived benefits. A great deal of commercial advertising and much of the hoopla of "get out the vote" campaigns are geared to motivate people in this way. Such an approach, if done well, tends to be expensive and when applied to registration and voting has seldom proved remarkably effective. It is, in the final analysis, difficult to convince anyone that the *personal* benefits of voting exceed the personal costs and inconvenience of doing so. Moreover, large scale voter outreach programs of this type cannot usually become part of your election office routine for every election because of their expense and complexity. And if they are not routine, then you invite accusations

that they are being conducted selectively for partisan rather than professional purposes. For these reasons, many people feel that "get out the vote" campaigns are more appropriately conducted by political parties and interest groups rather than by election officials.

A second approach to getting somebody to do something, however, is to reduce the personal costs they perceive in doing it. This can be done both by making the act (registering, voting, etc.) easier to do and by providing enough information so that the person does not have to go to the additional trouble of finding out how to go about it. You will notice as an example of this approach that many advertisers are now emphasizing their toll free telephone number for ordering the product (so that the customer does not even have to go out looking for it) and by accepting credit cards to complete the deal over the phone. Reducing personal costs by merely providing adequate information has proved so effective a technique that the same idea forms the basis of this two-volume report on **Voter Information and Voter Education Programs**. For not only does providing basic information to citizens reduce their costs of participating in elections, it also reduces confusion and much of the burden on election officials. Better still, such an approach, if well designed, can become part of your routine for every election at little or no cost to your office over what you are spending now. All it takes is a little thought and a little planning which these volumes are intended to inspire.

Volume 1 of this report, subtitled **Designing Effective Voter Information Programs**, focuses on the types of information you can provide, the best media for providing it, and the best ways to design your messages.

Volume 2 of the report, subtitled **Voter Education Programs in the Schools**, explores the various ways in which election officials can join with school officials to provide voter education programs so that students will be better informed about the electoral process when they reach voting age.

Both of these volumes are dedicated to the notion that better voter information will not only improve voter participation, but will also eliminate many of the frustrations of voters and election officials alike.

We are extremely grateful to those officials who share our interest in these objectives and who donated their time and effort as an advisory board to this project. They are:

Lyall A. Schwarzkoph
City Clerk
Minneapolis, Minnesota

Marie Garber
Supervisor of Elections
Montgomery County, Maryland

Bill Shavanne
Assistant Secretary of State
Columbus, Ohio

Frank Mendizabal
Assistant to the Secretary of State
Olympia, Washington

We are equally grateful to the many election officials and organizations around the country that donated their time and materials to the effort.

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Introduction

Educating students about our electoral system has been a public school concern for the last two hundred years. Founders of our education system saw the need for a populace dedicated to the "values of liberty, equality, popular consent, and personal obligation for the public good." They argued that the "(R)epublic must rest upon an educated citizenry (and that) public schools must provide the citizenry with the appropriate education." Attitudes toward educating students about their responsibilities as citizens of the United States have changed throughout our country's history as general attitudes toward education and democracy have changed. In recent times, however, increasing voter apathy regarding our government and its institutions—particularly among young people—has rekindled election officials' and educators' interest in instructing students about the electoral process.

Within the past few years, several state and local election officials have joined with school system representatives in an effort to counteract student apathy by conducting a variety of voter education programs in the schools. These have ranged all the way from a single classroom visit by a local election official to semester long curricula developed jointly by state election and education departments. Such programs are clearly an effective way to teach students about their citizenship rights and obligations. However, because information about these efforts has rarely been shared with people beyond those directly involved in the programs, school and election officials wanting to start their own voter education programs have had to work in relative isolation without the benefit of knowing what types of programs have been tried in other states or how successful these programs have been.

This handbook is intended to reduce that isolation and therefore, we hope, eliminate the costs of "re-inventing the wheel" many times over. Over the past year and a half, we have collected information on voter education programs that are currently being conducted in schools throughout the United States. Through mail and telephone interviews with state election officials, representatives of educational and political organizations interested in voter education, and personal contacts, we were able to identify a range of such programs. We then visited with state and local election and education officials in selected states to learn in more depth about many of these programs and their administration. To supplement this information, we also sent out brief questionnaires to officers in each State Department of Education or Public Instruction.

The following chapters summarize the results of our effort. These chapters describe a variety of short-term, modular, and semester-long voter education programs suitable for use at either the secondary or elementary grade level. Examples of many of these program approaches are included in the appendices which follow the text. In the remainder of this introductory chapter, we provide a brief overview of the status of student voter education programs. We also suggest ways in which election officials may benefit from the introduction of such voter education programs and recommend possible roles for election officials in their development and conduct.

The Status of Voter Education Programs in the Schools

Several state election divisions have, in conjunction with State Education Departments, produced voter information materials for possible use by educators, local election officials, or other interested groups. Additionally, a few state election divisions have produced and promoted the use of voter education materials to supplement social studies curricula. However, according to our interviews with state election officials, very few states have developed comprehensive statewide voter education programs. Almost one-half of the election officials we interviewed do not know of any programs currently operating in their state. On the other hand, almost one-half of the officials we interviewed mentioned that they have programs in the planning stage, indicating a growing interest in voter education programs for students.

The lack of statewide student voter education programs may reflect, in part, the fact that no states have mandated a voter education course as a graduation requirement, although two-thirds of the officers at the state departments of education stated that a social studies course—civics, government, etc.—is required for high school graduation. While it does not necessarily follow that voter education instruction has been included in these courses, over one-third of these education officers confirmed that they sponsor or endorse voter education programs in some form.

In those instances where extensive programs are being conducted at the statewide level, funds have been obtained from a variety of sources including educational associations, corporate and private donations, state curriculum development funds, etc. Additionally, some states have allocated funds for printing and distributing voter education materials. In most cases, however, funds for educational programs come out of the Election Division's general budget. This has effectively restricted them from doing extensive education programs inasmuch as printing materials for their general elections takes understandable priority.

A number of states do have school programs at the local level. Officials of both the state election boards and departments of education frequently mentioned that individual school systems in their states were conducting voter education programs in some form. In many cases, however, we were unable to locate these programs because they were the private endeavors of individual teachers or election officials whose effforts were not published or circulated outside of their own communities. Additionally, those few efforts we were able to identify were typically in their first experimental year.

In sum, our research reveals that while many election officials have developed and promoted a broad array of student voter education programs in their state or community, there are many more who are still considering or actively planning such programs and who might benefit from learning more about the creative approaches of their colleagues.

Why Start A Voter Education Program In The Schools?

The instructional objectives of a voter education program can cover a broad range. Some simply provide a brief, factual overview of registration and voting procedures. Others may go so far as to encourage student involvement in on-going political campaigns over an extended period of time. The specific objectives of each program detailed in the chapters that follow are included in the description of that program. Here we simply suggest that, depending on the time and resources available, election

officials may gain one or more of the following benefits from starting school-based voter education programs in their own state or community:

- Voter education programs provide students with a better understanding of the vital role which the electoral process plays in our democratic system of government and of the importance of each individual's participation in that process. In many cases, simply learning the value of a single vote may encourage students to take a more active role in their local, state and federal elections.
- Many education programs are helpful in training students in specific registration and voting times and procedures. Programs which include a "how-to" element (e.g. through mock elections) frequently serve election officials by reducing mistakes at the polls, and in some cases, by permitting officials to reach a large group of potential registrants before they disperse to college or work.
- By informing students about the importance of their participation in the electoral process and by eliminating any confusion or fear that might otherwise deter students from participating in that process, election officials may encourage students to acquire the "voting habit" which will stay with them throughout adulthood.
- In-school voter education programs may provide election officials with channels through which to reach the community-at-large. Students who are engaged in election-related activities may transmit both factual information concerning registration and election procedures and enthusiasm concerning the value of each person's vote to their parents and neighbors.

What Role Can Elections Officials Play?

Clearly, election officials at any level of government can play a vital role in the development and promotion of student voter education programs. However, some voter education activities can best be accomplished using the reach and resources of state level government while other activities are better initiated by county and local election officials to meet the specific needs and interests of their communities.

Experience suggests that the most important roles for state election officials are those which take advantage of their ability to arrange and co-ordinate the efforts of diverse participants in a voter education program. Thus, state officials can gather together the varied talents and resources needed to develop specific voter education curricula; they can co-ordinate efforts with state education departments or state educational associations; and they can distribute education programs to the full array of potential users in their state. Alternatively, they can provide the leadership needed to motivate other groups to develop voter education programs.

Local election officials have a more concentrated community with which to work. These officials can initiate voter education programs by contacting school systems within their jurisdiction and offering assistance in various capacities. They can help to carry out state level programs or to conduct locally-developed programs within the school setting; they can provide materials (voting equipment, sample ballots, information brochures, etc.) for teachers and student use in their own voter education programs; they can act as resources to provide information to interested teachers and students; and they can generate community-wide enthusiasm for voter education programs.

It is important to recognize that no one can really undertake voter education activities all alone. The common feature of successful programs is cooperation and communication amongst all of the people involved. Depending on the type of program being developed, coordination will be necessary between state officials from the Election and Education departments, between state and local officials, and between local election officials and school representatives.

This handbook is intended as a first step in this cooperative process in the hope that both election officials and educators will use it as a vehicle with which to begin developing creative approaches to meet the enormous challenge of educating our young voters.

We would like to thank the many election officials and educators we interviewed for the time and information they gave us during our investigation. We would also like to thank our able staff for their research and secretarial assistance. We would like to thank our Advisory Board for their enthusiasm and guidance in the development of this project and finally, we would like to thank Bill Kimberling of the Federal Election Commission Clearinghouse for his unwavering belief in the project's value.

Middle and High School Level Voter Education Programs

Since 1971, when the ratification of the 26th constitutional amendment extended the right to vote to persons eighteen years of age, state election officials and educators have directed much of their efforts towards young voters. Many have been developing curricula to encourage young people to vote and to inform them about the federal, state and local election process. The bulk of these curricula are designed for high school students (although they can be adapted for middle school students) simply because voter education is an obvious component of existing high school level civics, history, and government classes and because such programs can easily incorporate the registration of eligible high school juniors and seniors.

While the wide spectrum of voter education curricula outlined in this chapter demonstrate the many different ways to teach this important subject, most of these educational programs share the same basic objectives. These include:

- to instill an appreciation of the importance of the right to vote;
- to teach students about the requirements for voting
- to increase the students' understanding of local, state and federal election procedures, and
- to help eliminate any fear, confusion or intimidation associated with registration or voting procedures.

In an effort to illustrate the range of possible approaches to voter education, we have compiled a sampling of the short-term, modular, and long-term programs currently being used at the middle and high school levels. These programs are summarized in the following sections of this chapter. The appendices at the end of this document present excerpted portions of actual programs.

Short-term Programs

There is no "best" student voter education program nor is there a fixed amount of time necessary to have a good one. Depending on the school and its resources, various subject-area teachers frequently assume the role of voter education instructor. In many schools, social studies teachers assume this position, but their class time schedules are often overloaded. Most teachers have neither the time, the staff, nor the resources to add a twenty hour, ten hour or even five hour voter education program to their existing curriculum. For these teachers, a one or two hour activity may be the only way feasible to incorporate voter education into their classes.

If voter education is to be condensed into one social studies class period, then that period is usually best spent acquainting students with factual voter information. This information may be conveyed to students either by the classroom teacher using voter education materials and resources (possibly prepared by the local election official) or by the local election official paying a personal visit to the classroom.

The following might serve as a useful agenda for a teacher or election official who is presenting registration and voting information to student groups.

1. *Introduction:* Why Vote? What difference does one vote make? (Hand out "One Vote" sheets. See Appendix A.1.)

2. *Eligibility and State Requirements:* Age, Citizenship, Residency. (Pass out state and local voter information pamphlets to group participants.)

3. *Registration:* Where, When, How and Why. (This may be a good time to register eligible voters. Other students can practice filling out sample registration forms.)

4. *Ballots:* Voting Machine, Punch Card and Absentee. (Demonstrations should emphasize whatever method the students will actually be using in their precincts.

In concluding such a presentation, the following discussion questions could be used:

1. What would happen if America held an election and nobody showed up at the polls?

2. What factors keep people from voting? How can these factors be overcome?

3. If it was your job to encourage people to vote, how would you do it?

To supplement a short-term social studies program, it may be possible to shift some of the burden of voter education to teachers in other subject areas. It may even be possible to initiate a "Voter Education Day" which would consist of a school-wide, interdisciplinary approach to providing a wide range of election information to students. On this day, teachers in as many subject areas as possible could plan voter education-related activities. (A Voter Education Day could be run in conjunction with a school registration drive.)

The following is a list of suggested lesson plans for different subject areas that could be used in a school-wide Voter Education Day. The list may also be of assistance to those who would like to expand voter education efforts beyond the social studies department. These activities work best after one or two hours of factual background information about election laws, registration and voting procedures conducted either in social studies classes or in an introductory assembly session.

English: There are a number of possible English-related activities such as reading, analyzing and discussing campaign literature; writing book reports on relevant fiction (e.g. *The Last Hurrah*) or non-fiction (e.g. *The Making of a President*) books about elections; or writing newspaper-style editorials on the importance of voting. Election officials may even want to sponsor an editorial contest with a theme like "Why Vote" by making arrangements for the winning editorials to be published in the local newspaper.

Math: Students could study the use of mathematics in opinion polling or in tallying voter results. Such a class could demonstrate the importance of probability sampling, levels of statistical confidence, measures of central tendancy, and the role of human error. Students could even take their own in-class or school-wide poll calculating the percentages of responses "for" and "against" each issue on the poll. They could use their mathematical skills to predict winners, figure in margins of error, etc. More advanced students might try to determine the revenue consequences of a particular tax measure.

Foreign Languages: French, Spanish and German classes could discuss and compare the electoral processes in France, Spain, Germany and the United States. Students could practice speaking in their respective languages by debating election-related issues. They might also practice writing skills by producing election materials in these languages. Latin teachers could tie in the Roman system of democracy and how it influenced the U.S. Electoral system.

Art: Students could make registration, voting or campaign posters. Teachers might stress the importance of graphic design in written information, (i.e. the color and design of brochures, pamphlets, posters, etc.) that aims to persuade or inform. Election officials may want to sponsor a poster contest with a theme like "Why Vote." The best posters could be displayed in shop windows as

part of a community-wide campaign to encourage all eligible persons to register and vote. Political cartooning and its history have great appeal, as do old electioneering posters.

Other ideas: Music classes might listen to, play or sing patriotic songs or identify old campaign songs (e.g. "High Hopes", "Happy Days", "Hey Look Me Over", "Hello Dolly"). Typing classes might practice their skills by typing voter information materials or the long columns of figures generated by the math class poll. Science classes might discuss the use of electronics, computers and the impact of technology on our electoral process or even program the computer to analyze the math class poll. Psychology, journalism and speech/theater classes can examine the art of persuasion. Even biology classes could compare human organizations like governments or campaigns to the functions of an organism. In all, the possibilities are limited only by the imagination.

Appendices A:2 through A:11 contain a sample of ten one-hour classroom activities that can be used by themselves as follow-up activities to election procedural presentations.

Modular Programs

Through our survey of voter education curricula, we found some programs that were neither short nor long term, but constituted a unit of classroom activities centering around one aspect of voter education. Two examples of this kind of "modular" approach are simulated or "mock" elections and "News Service Curricula".

Mock elections seem to be the single most popular approach to voter education. They are a "learning-through-experience" approach. By helping to plan a simulated election, and by actually casting a ballot in that election, students become aware of the intracacies involved in the electoral process. A mock election illustrates that national, state, and local elections are not haphazard opinion polls. On the contrary, each federal and state election is a carefully planned series of procedural steps proscribed by state election laws and carried out by local election officials. By participating in a mock election, students learn about their "responsibilities" to ensure their voting privilege.

Mock election curricula can be categorized into three types. The first and most common program type, illustrated by the Illinois *Mock Election '78*, tries to *simulate*, (as accurately as possible) an *actual local, state or federal general election*. Using a sample general election ballot to vote on election day, students chose from the list of candidates running for such offices as The Presidency, The Governorship, the U.S. Senate and Congress, and so on. The second type, illustrated by the Institute for Political and Legal Education's Student Simulated Election, is the simulation of a general election in which students *vote for other students who assume the role of candidates running for public office.* The third type of mock election which is especially popular among younger students, is illustrated by Massachusetts' "The Election Game". Rather than voting for candidates for public office—real or imaginary—*students choose a topic for their mock election*, like a favorite TV comedy show. After nominating and campaigning for their choices for the class favorite (e.g. Barney Miller, Mork and Mindy, Different Strokes), the class chooses the winner by casting and tabulating votes in a mock election format. Illustrations of each type of mock election will be expanded below.

The second type of modular voter education program uses newspaper reprints as the main material resource. "Election 1980" by the Florida Newspaper in Education

Coordinators (FNIEC) and "Election '80" by the Chicago Tribune Educational Services (CTES) are two examples of this kind of program. News service curricula give election officials an opportunity to work with regional newspapers, as well as school officials, in creating voter education materials. This type of program will be discussed in detail following our presentation of mock election approaches.

In either type of modular program, however, it is necessary for someone knowledgeable in the election process to provide overall guidance in order to ensure that students follow normal procedures and draw the proper lessons from the experience. The local election official can play an especially useful role here.

Mock Elections: Actual Election Simulation

The Illinois *Mock Election '78* booklet, prepared by the State Board of Elections and the Illinois Office of Education, was developed for use in junior and senior high schools throughout the state. The intention of this mock election program was to "provide a framework for discussions of our electoral process and hopefully to give the students an opportunity to face the responsibilities and challenges associated with citizenship and adulthood."

The emphasis of the Illinois mock election is on procedural accuracy. Students, assuming the roles of registrars and election officials, guide their peers through most of the steps required for conducting a state general election. The Illinois mock election approach is designed to be held on the November general election day:

- to increase student interest and involvement,
- to make the mock election a more realistic activity, and
- to allow the maximum utilization of and exposure to the media's influence on a political campaign.

While this pairing of the mock election with the general election certainly gives meaning to the students' tally as they compare their school's results to state, local, and even national results, it has two drawbacks. First, it is doubtful that local election officials would be able to lend time or equipment to the mock election because of the demands of the general election. Second, this type of mock election is most successful only in Presidential and, possibly, gubernatorial election years; congressional or local elections seldom generate the "pizzazz" needed to get students interested in election procedures.

The preparation for Illinois' mock election activity begins three to four weeks before the election with the appointment of the school's Election Authority. The Election Authority may be an individual or group; a faculty advisor, a student who serves as the county clerk or a committee of three persons that act as the Board of Election commissioners. This Authority is responsible for conducting voter registration, appointing of the Judges of Election, locating the polling place, preparing the ballots and generally overseeing the entire mock election.

The *second* step is to establish voter qualifications (i.e. to define, as in a general election, who is permitted to vote.) The suggested criterion for student participation in the mock election is "a person must be a citizen of the U.S., a student of the school for at least 30 days, and be registered to vote in the mock election."

The *third* step is to register students at lease one week before the election so that registration forms may be checked and alphabetized for use on election day. Registrars should be appointed by the election authority and should take the registrar's oath before discharging their duties. (Illinois' *Mock Election '78* includes a copy of the registrar's oath in its appendix.) This procedure is an example of the program's concern for procedural ac-

curacy. Likewise, there are provisions for the posting of the Notice of Election at the polling place at least three weeks prior to the mock election. (A sample Notice of Election is also included in the booklet.)

The *fourth* step is to appoint and train the five Election Judges. These five people will be responsible for the vote tally. They must take an oath, like the registrar, and wear an identifying badge on election day. To involve more students in the polling procedure, others are encouraged to function as pollwatchers.

The *fifth* step is to arrange for the duplication of paper ballots as well as provide instruction on how to correctly mark a ballot. Local election officials should be asked to demonstrate how their voting devices are used to familiarize students with the equipment, even though the devices may not be available for the students' mock election.

In the *sixth* step, the primary task is to organize and set up a polling place. The booklet explains where to locate the voting booths and the ballot box and how to situate the five Election Judges.

The *seventh* step is to open the polls as close to the way the actual local election officials do on election day. To properly go about this, we have reproduced the "Voting Procedure" section in our Appendix (A:12). After the polls have closed, the Election Judges tally the votes, excluding all improperly completed ballots. After completing and signing the official "Tally Sheet and Certificate of Results", the Election Judges announce the results.

One unique feature of the Illinois *Mock Election '78* booklet is the handy way in which textual material is organized. Under each section heading, teacher's background information and the step-by-step procedures for the mock election are followed by related classroom activities. We have included an example of this textual style by reproducing Lesson Six in Appendix A:13.

Mock Elections: Candidate Role Playing

The *Student Simulated Election*, developed by the Institute for Political and Legal Education (IPLE), emphasizes the campaign component of elections as well as the concentration on voting procedures seen in the Illinois program. In the IPLE programs, students assume roles as candidates and actually go through the campaigning aspects of running for office.

The *first* step in organizing an IPLE type of mock election is to select a student to act as the Election Chairperson. Working closely with the mock election's faculty advisor, this person will be responsible for overseeing and coordinating the entire election including:

1. Arranging with the Board of Elections for the use of voting machines,
2. Inviting political party experts to speak about campaign strategies with student "party" members, and
3. Negotiating with appropriate governmental officials so that elected candidates can have the opportunity to serve as an "intern-for-a-day" with a local or county official.

In the *second* step, students must decide on a list of offices to be filled for the election. For example, they may choose to include such offices as the Board of Education, Councilperson, Mayor, or Sheriff on their election ballot. To encourage student-candidates to run for office, students can decide on what kinds of incentives are applicable. If, for example, they include the office of State Senator or U.S. Representative on the ballot, then they might offer the respective winners trips to the state capitol or Washington, D.C., if the funds can be ob-

tained. The decisions about the types and number of offices to be included on the election ballot should be based on

- class size—generally one Social Studies class assumes responsibility for the election,
- school size,
- available manpower and resources outside of class, and
- the number of potential student-candidates who will run.

For the *third* step, class members are divided into two political parties. Each group then meets in a party caucus to decide on their chairperson, party name and platform. One member of each party will be appointed as a registrar and as a member of the Board of Elections.

The *fourth* step is to select the candidates to run for office. In an attempt to involve the entire student body in the election, both political parties must choose candidates outside of their class. If a student chooses to run for an office, he/she must fill out a "Petition for Office" (see Appendix A:14 for a sample petition) which is then approved by the Election Board officials and turned over to one of the political parties. Once the candidates are selected, the campaign can begin as party members and their candidates plan the platform, write speeches and make posters.

The *fifth* step is to organize two school-wide assemblies. The purpose of the first assembly is to introduce the Simulated Election to the student body. It should include information on how to register to vote as well as a demonstration on voting machine use by a local election official. The second assembly introduces the parties, platforms and candidates to the student body.

The *sixth* step is to register students prior to the election day.

The *final* step is to set up the polling place and hold the election. It is recommended that someone from the local Election Board be available during the election to advise in case any problems arise. After the polls close, this Election Official can also demonstrate how to tabulate the results to the student election officials.

One advantage to the IPLE *Simulated Election* is that by not having the mock election on the same day as the general election, voting machines and Election Board Officials will more likely be available to enhance the realism (and learning experience) of this mock election.

Mock Elections: Voting for "Favorites"

The Election Game, prepared by the Election Division of the Massachusetts Office of the Secretary of State, is a simplified mock election designed for middle school level students. The initial step in "The Election Game" is for each class to choose an election theme such as a favorite TV show, favorite pet or favorite dessert. Once the theme has been decided, students should agree on some standard criterion on which to evaluate the "candidates".

> If you (the class) have chosen a favorite dessert as your election theme, you might like students to consider: time to prepare, costs, calories, nutritional value, seasonal availability, taste, etc. The same research principles can be used for any chosen topic.

The next four steps include voter registration, nomination, campaigning, and voting. To clarify how the "Election Game" works, we have included a description of these four steps taken from "Election Game—Rules for the Players" in the Appendix (A:15).

The accompanying teacher's handbook for the "Election Game" supplies discussion questions for each of the four procedures as well as hints for conducting the mock election. The discussion questions are designed to help

students relate their "Election Game" experience with what occurs in an actual election. For instance, one discussion question suggests that the teacher should:

> help students utilize their knowledge of elections by examining the results of the class election. If the election was a close race, it might be appropriate to discuss how important each student's vote was in determining the winner. You might want to mention a local race that was very close and ask students what might have happened if fewer or more people had voted. Help students find things they can do now. Some things might be: reminding adults to register and vote, becoming active in school government, passing out literature for a favorite candidate, conducting a mock election for local, state, or national office, or keeping track of present day elections.

This third type of mock election could be used during one to two class periods and requires very little advance teacher preparation. It introduces younger students to the concept of voter decision-making by having them examine the components that go into making choices. Conducting an activity like *The Election Game* during the middle school years would provide a good introduction to further mock election involvement in more sophisticated mock elections at the high school level like the Illinois and IPLE programs.

News Service Curricula

News service curricula rely on articles, photographs and cartoons found in local papers to instruct students both about electoral procedures and about the influence the media inevitably have on the outcomes of elections. Two of these curricula, Florida Newspapers in Education Coordinators' (FNIEC's) "Election 1980" and the Chicago Tribune's Educational Services' (CTES') "Election '80" are discussed below.

FNIEC's "Election 1980" is a 55 page booklet divided into four major electoral topics:

- The Election Process,
- Candidate's Campaign,
- Media Impact/Public Opinion, and
- Election Wrap-up which includes a simplified form of classroom mock election.

The goals of the program are:

1. To develop an awareness of voter responsibility and evaluate the voting performance of the average citizen;
2. To increase awareness of all facets involved in a political campaign;
3. To increase awareness of media impact upon elections, candidates and public opinion; and
4. To examine results of national and class elections.

In addition to newspaper reprints from a variety of Florida newspapers, the FNIEC booklet includes charts and maps that explain the primary process; sample newspaper photographs of candidates which illustrate how newspapers make editorial comments by the photographs they choose; a lesson on interpreting political cartoons, slogans, and advertisements; and guidelines for taking a class opinion poll. The appendix includes a glossary of election terms, a paraphrasing of the 1980 Florida Campaign Finance Laws, a sample ballot, and a glossary of newspaper terms.

The CTES "Election '80", a fifteen page workbook, is similar to the FNIEC program in its use of newspaper articles, although the CTES student workbook emphasizes the students' exploration of their political value system by keeping a take-home journal of their reflections and opinions. While the FNIEC program is tailored to in-

clude information relevant to Florida voters, CTES "Election '80" is general enough to be used in any region in the United States.

Topics in the CTES student workbook include:

- the legal requirements for the Presidency,
- understanding political propaganda techniques,
- the organization behind the candidate,
- a look at the electoral college, and
- a series of articles examining current issues.

Both the FNIEC and the CTES booklets could be used during the week or weeks preceding a national election as valuable resources for understanding the issues and processes involved in choosing a President. However, neither program gives detailed instruction in the procedural aspects of voter registration, electoral regulations, or the mechanics of voting.

Long Term Programs

The short-term and modular programs already discussed show how state, education, and election officials, as well as private organizations like the Florida Newspaper in Education Coordinators, have become actively involved in voter education. The long-term programs show how some of them have made a major commitment to its importance. A long-term program deals far more comprehensively with the many facets of voter education. In some cases, it is a course in and of itself. In other cases, it is a lengthy component of a citizenship or government course. The programs we are categorizing as long-term require a minimum of eight class hours to implement. In all cases, the long-term programs are an out-growth of the concern shared by state and election officials, educators and private citizens that the principles of the American electoral system must be passed down from one generation to the next.

Among the states which have implemented voter education programs, Hawaii and New Jersey have been initiators in making a curricular commitment to long-term programs. In 1974, the State Senate of Hawaii issued a Senate Concurrent Resolution "requesting that the Department of Education develop a unit of study on voter and citizen responsibility within the social studies curriculum." Several of the reasons included in the resolution were:

- the importance of a well-informed responsible electorate,
- the low voter participation, especially among 18 year olds,
- the apparent apathy and alienation toward government as an obstacle to voter participation, and
- the need to acquaint students with their rights and responsibilities as future voters before high school graduation.

The result of Hawaii's Senate Concurrent Resolution was the creation of *Project Pave*, a program designed to get high school students involved in the electoral process. The *Project Pave* booklet was made available to Hawaii's high school teachers in the fall of 1976 by the office of the Lieutenant Governor. *Project Pave* will be discussed in detail later in this report.

The New Jersey program, *Turning Students on to Active Citizenship*, was developed from 1971 to 1974 by the Institute for Political and Legal Education working in conjunction with the New Jersey Department of Education. The development of the program was funded through New Jersey Elementary and Secondary Education Act, Title IV-6, after a random survey of 600 high

school students revealed that:

- 79% were unable to name their local state or federal representatives,
- 94% did not know how to register to vote, and
- 60% expressed disillusionment and frustration with the system.

In 1974, the Institute for Political and Legal Education's program was validated by the standards and guidelines of the U.S. Office of Education. The three unit social studies curriculum—featuring Voter Education as its first unit—was approved by the National Dissemination Review Panel as a successful, cost-effective and exportable program recommended for national dissemination. As a result, the program has been made available to school systems throughout the United States in addition to New Jersey's schools. Interested educators may visit the New Jersey demonstration sites, and receive consultation about implementing the program in their school systems. The program's staff services are offered at no charge and materials are available at cost. The IPLE program is now a part of social studies curricula in school systems across the country. Other state programs have been influenced by the IPLE model. For example, *Arkansas Education 1980: A Voter-Awareness Experience for Secondary Students* utilizes many of the IPLE materials.

The other long-term programs to be discussed in this section are: The State of Ohio's *Practical Politics*, The National Association of Secondary School Principals (NASSP) *Voter Education Curriculum* and the Federal Election Commission's *Curriculum Guide. Practical Politics* (1980) was sponsored by Ohio's Secretary of State, who recognized the decreasing participation in voting of Ohio's citizenry. The NASSP *Curriculum* (1980) was designed by educators who recognized the important role the school community could play in restoring faith in our political system. The FEC *Curriculum Guide* (1980) was developed by the FEC Public Information Office and FEC Clearinghouse on Election Administration in response to a request from New York City Public Schools.

Hawaii PAVE

Project PAVE (People and Action in Voter Education), prepared by Hawaii Department of Education and the Office of the State Government in 1976, is an activity-based, five-part curriculum designed to help reverse young voter apathy. It emphasizes activities which explore student attitudes about participating in the electoral process rather than lesson plans which stress the more historical, factual aspects of voter education.

Each curriculum section lists three objectives. For the most part, *objective #1* generally involves an overview of a topic or problem; *objective #2* focuses on specific examples or situations; and *objective #3* encourages students to determine a specific "course of action" and emphasizes involvement. Each of these objectives are followed by correlating student activities and by a Resources Appendix which includes discussion questions, worksheets and article reprints.

The following section by section overview taken directly from the *Project Pave* booklet shows the goals and objectives of the program.

Section I. Student Power—You Can Make a Difference!

Let's Get It On!

This section challenges students to get organized and involved by helping them to realize their possible overwhelming group power. It also encourages

students to recognize and understand the skills necessary in utilizing individual and collective group power. Examples of power in terms of positive and negative goals are also examined.

Finally, this section zeroes in on courses of action that the students, as the youngest voting group, may take. It is hoped that they will decide to get involved!

Section II. Apathy vs. Activity

Let's Fight "City Hall"!

This section is designed to help people to evaluate their own political attitudes and the attitudes of those in their immediate environment. It will probably be evident that there is a considerable amount of apathy in all age groups toward the political processes. A number of suggested activities in this unit can be used to study the root causes of apathy. Hopefully, the end result will be the overcoming of apathy by individuals as they get involved and initiate action.

Section III. Coalitions and Campaigns

Let's have a "Turkey Shoot"!

This section provides students with an opportunity to participate in reshaping their society by joining or starting their own special interest groups, campaigning for a project or belief, or backing a candidate of their choice. (Yes, even in a non-election year!)

Before individuals commit themselves to a project, group, or candidate, they should study the issues and be informed in order to make sound decisions. Thus, the activities encourage students to think critically BEFORE making decisions.

Section IV. Vote

Let's Make it Count!

With the assumption that the students are now informed and actively involved in the political processes, this section focuses on the examination of the current election system and the crucial step of exercising their voting privilege. They will also be encouraged to make their votes count even more by lobbying and stressing accountability as suggested in SECTION V and VI.

Section V. Legislators and Lobbying

Let's Break Into the Ivory Towers!

This section "sheds light" on the seemingly inaccessible, awesome "Ivory Tower" as a place where legislation and lobbying takes place. It examines the problems, processes, and potential of our Legislature. As the students become politically "akamai," it is hoped that they will be at home in that "Ivory Tower."

For a look at the textual style used in *Project PAVE*, see Appendix A: 16, Section II: "Apathy vs. Activity." Most of the activities included in Project PAVE can be used either in conjunction with the entire unit of study or individually as one or two class period activities. For this reason, we have included some activities from Project PAVE as possible one class period activities in our short-term section (See Appendix A:3, A:5.)

IPLE: Turning Students on to Active Government

The Voter Education Unit of the IPLE program is one of three parts of their year long social studies course. In addition to daily classroom sessions, every student spends at least two days a month outside the class working in a government or community agency. The program stresses 1) the acquisition of both information and skill, and 2) participation of the students, first in classroom and school activities by role playing simulation games, and then in the actual community in local and state agencies.

The overall course objectives are:

- 85% of all eligible participating students will register and vote in the upcoming election;
- 55% of all participating students will actively participate as workers in the election campaign;
- 95% of all participating students will indicate by pretesting and post-testing a statistically significant increase of knowledge concerning the political system and campaigning.

A detailed listing of both the broad and specific curriculum objectives is included in Appendix A:17.

The IPLE Voter Education unit includes materials concerned with the following issues and activities:

- Understanding issue analysis, canvassing and registration as well as propaganda techniques, media publicity and election strategies;
- Examining voter reform, rights and procedures, party structures and the electoral college;
- Participating in an optional political assembly and simulated election highlighted with historical review, candidate speakers and local party campaigning.

Additional activities include organizing a voter registration drive both in and out of school, campaigning for an actual candidate in campaign headquarters, telephone canvassing, door to door canvassing, working as a challenger at an election, organizing transportation and babysitting for elections, and conducting survey polls for elections in and out of school.

Unlike most voter education curricula that consist of a teacher's guidebook and lesson plans, the IPLE program requires that teachers attend teacher training workshops to learn how to present materials most effectively to students. The IPLE course manual "warns" interested teachers that while the IPLE course is rewarding, it is quite time-consuming. The teacher plays the role of a supervisor, coordinator, and facilitator rather than as a traditional lecturer and tester.

The IPLE voter education materials include a booklet of 12 Voter Education Lesson Plans, a resource manual for teachers and students called *Voter Education*, and several classroom simulation exercises. The lesson plans include objectives, activities, discussion questions and/or resources designed to stimulate student involvement. A sample lesson plan for "Political Decision-Making" is included in Appendix A:18. The resource manual, *Voter Education*, is a guide for student participation in actual election activities outside of the classroom. It includes forms and procedures students can use when canvassing, helping with registration or campaigning. The section "Canvassing Techniques" has been reproduced in Appendix A:19 to show the IPLE format of preparing students for out of the class participation by practicing with in-class simulations and role-playing. Other IPLE activities have been included in the Appendix as examples of short-term activities. (See Appendix A:9, A:10, A:11.)

Ohio: Practical Politics

Practical Politics is a collection of twelve lesson plans designed to comprise a 10 to 15 hour unit in a senior high government course. *Practical Politics* was developed by the Ohio Department of State in cooperation with the Ohio Department of Education. Its first year of use was during the 1980-81 school season. One copy is available free of charge to each social studies teacher in Ohio.

The overall unit goals are:

1) To register all students of voting age,

2) To familiarize each student with Ohio registration laws,

3) To familiarize each student with Ohio voting procedures,

4) To familiarize each student with local voting equipment,

5) To acquaint all students with members of their community who are active participants in the political process,

6) To enhance each student's ability to analyze ballot issues, and

7) To increase student awareness and interest in the governmental process in their community.

Each of the twelve lessons is divided into six sections: Background Information, Preparation, Objectives, Activities, Resource People, and Handouts. For an example of how these six sections are blended into a cohesive lesson plan, see Appendix A:20: "Lesson 6: Surveying the Community."

Our discussion of *Practical Politics* includes a brief summary of the student objectives/activities for each lesson as well as interesting lesson highlights. Some of the student activities referred to under highlights have been included in the short-term activities section. In those cases, note a reference to the appropriate Appendix.

Lesson #1: To Vote or Not to Vote—Voter Participation

Summary: Students identify concerns of their age group and brainstorm about ways that they might affect the political process. Students also discuss the reasons for voting and not voting and the implications this has on the political process.

Highlights: Practical Politics suggests inviting either a Democrat or Republican county chairperson (or both) to class to talk about their efforts to get people involved in the political process. The following is a suggested sample student invitation to outside speakers.

> I am _____, a student in _____'s class in government at _____ High School.
>
> Our class is going to be studying why people do or do not vote. We would like you to come to our class and talk with us about your views on why people don't vote, what your party and other people can do about it, and what issues seem to inspire people to vote. We would like you to come to our class at_____ on_____.

The Handouts include a passage from Arthur T. Hadley's *The Empty Polling Booth* which divides people who refrain from voting into six categories, and a Current Issues Inventory (see Appendix A:6) (e.g. "Motorcyclists should be required to wear helmets") in which students are asked if they agree or disagree with ten controversial statements.

Lesson #2: From Concern to Issue

Summary: Students explore ways of translating personal concerns into political issues. Students evaluate sources of information of a particular issue enabling them to realize the points of view of both sides.

Highlights: The background information includes a simplified step by step outline (reinforced by relevant excerpts from Ohio's constitution) of the process for using an initiative or referendum petition to get one's concerns before the voters on a ballot issue. The Handout: *Case Study: The City Transit System* (see Appendix A:2) seems to be an excellent exercise for illustrating how different special interest groups react to a referendum issue. (Note: This activity also ap-

pears in the NASSP's *Voter Education Curriculum Guide*.)

Lesson #3: Evaluating Information on Issues

Summary: Students prepare editorials based on preselected information statements. They learn that editorials developed from the same factual information may differ substantially from each other.

Highlights: Using a list of statements about capital punishment (e.g. "Capital punishment deters others from committing serious crimes," and "Capital punishment is the same thing as murder committed by the government."), students work in groups to interpret these statements and to write a group editorial based on their interpretation. Suggested guest speakers/resource persons include: an editor from a local newspaper, radio station or TV station; a journalism instructor from a nearby university.

Lesson #4: Developing and Evaluating Campaign Materials

Summary: Students scrutinize campaign brochures and ads with the hope of understanding how campaign materials influence elections. They form committees to develop their own campaign literature.

Lesson #5: Evaluating Sources of Information

Summary: Students learn that two accounts of the same event can color the facts very differently. They study the effect of a headline on a reader's interpretation of a story's content. (See Appendix A:4.)

Lesson #6: Surveying the Community (see Appendix A:20 for this lesson printed in its entirety).

Lesson #7: The straightforward, information lesson has the following four objectives:

1. At least 85% of eligible students in the class will register to vote,
2. At lease 75% of the students will be able to list three requirements for registering to vote in Ohio,
3. At least 75% of the students will be able to list two ways or places to register to vote in Ohio,
4. At least 50% of the students will visit at least one person or household and leave voter registration information with that person or housenold.

Highlights: Practical Politics, like most voter education programs, suggests inviting a resource person to visit the class who is knowledgeable about the mechanics and requirements of registration and who is qualified to register those eligible students. The teacher divides the class into teams which design brochures urging community members to register to vote. Each team canvasses a designated area in the community leaving their brochures and other voter registration information.

Lesson #8: Election Day Procedures: Preparing the class for a schoolwide election.

Summary: This lesson is designed to prepare students in the class to conduct an election for the rest of the school. That election could be for student council, class officers, homecoming queen or a mock Presidential election. This mock election should be conducted with the participation of a resource person from the country board of elections or the Secretary of State's field office. One objective of this lesson is for at least 50% of the students in the class, to be able

to demonstrate election day procedures with accessible class notes, with fewer than three errors.

Lesson #9: Schoolwide Election

Summary: Students play active roles in the electoral process: judges, poll workers, and voters. They set up an election dealing with the school using actual voting equipment. (For more information on how to conduct schoolwide elections, see Section 2.2 of this document.)

Lesson #10: Alternative Form of Election Day Procedure: In-Class Election

Summary: This lesson plan is an alternative to lessons #8 and 9. Rather than participating in a schoolwide election, students conduct a mock election within the class. A director, deputy director, or another employee of the Board of Elections, or an experienced and knowledgeable polling place official visits the classroom to instruct students about the election day process. Students participate in the voting process, using actual equipment.

Highlights: To select a slate of candidates, the teacher randomly chooses eight students to serve as four teams of governor and lieutenant governor.

Lesson #11: The Electoral College

Summary: Students debate the need for the Electoral College in this lesson. Emphasis is put on researching the argumentative points by Birch Bayh (D)-Indiana and Senator Orrin Hatch (R)-Utah on reform or abolishment of the Electoral College.

Highlights: The list of "Pro" electoral college and "Con" electoral college statements used as the basis for student position papers and debates are included in the Appendix A:21.

Lesson #12: Political Party Structure: A Mock Convention

Summary: This lesson provides the guidance for the operation of a schoolwide simulated political convention. Students learn how to set up a major event in the school, write a party platform, campaign for votes and publicize their efforts.

NASSP: The Voter Education Curriculum Guide

The Voter Education Curriculum Guide developed by the National Association of Secondary School Principals (NASSP) is a 75 page book of political activities and lesson plans in the form of classroom discussion, research projects, debate issues, reading topics and committee reports. It includes a mock convention and election, polls and surveys, lists of multi-media and games, a bibliography and glossary of voter terms. It is designed to be used in conjunction with NASSP's "Young Voters Campaign" which is, according to NASSP, now a regular part of high school curricula and yearly activities in all fifty states and Washington DC. Alternately, it may be used independently as a supplement for secondary social studies, government, and history courses.

The overall objectives of NASSP's Voter Education Curriculum Guide are as follows:

1. To provide teachers with useful and timely voter education material;
2. To increase student awareness and interest in our democratic process;
3. To prepare students for their civic responsibilities as adults;
4. To familiarize each student with local registration procedures and laws;
5. To register all students of voting age;
6. To enhance each student's ability to analyze ballot issues; and
7. To acquaint all students with members of their community who are active participants in the political process.

The NASSP's approach to voter education is to present straight factual information. In direct contrast to Hawaii's Project PAVE, this curriculum features more academic activities based on historical data and election laws than motivational participatory activities designed to dispel student voter apathy.

Each of the curriculum's five parts (Part I. Appreciate the Right to Vote; Part II. Understand Voter Registration; Part III. The Importance of Issues in Elections; Part IV. Candidates in their Views and Qualities; Part V. Participation in Campaigns and Elections) are divided into sub-topics which give background information, discussion questions, and research topics, followed by student exercises.

An excerpt from Part III, "The Importance of Issues in Elections," is included in the Appendix A:22 to illustrate the curriculum's textual style.

The "Young Voters Campaign" component of NASSP's curriculum is a timely five-week program designed to increase young voter registration and involve students in the many aspects of the electoral process. The Young Voters Campaign which is detailed in the NASSP publication "Coming of Age in America" is a cooperative effort of the Democratic National Committee, League of Woman Voters, National Association for the Advancement of Colored People, National Association of Student Councils, National Association of Student Activity Advisors, National Honor Society, and Republican National Committee. The Young Voters Campaign supplements the curricular activities outlined in NASSP's Voter Education Curriculum Guide. An outline breakdown of the series of events comprising the Young Voters Campaign is included in the Appendix A:23.

FEC Curriculum Guide

The Federal Election Commission Curriculum Guide was developed by the Public Information Office of the FEC and the FEC Clearinghouse.

This three part guide, summarized by the outline-form table of contents printed below, was compiled for use in junior and senior high school classrooms.

Federal Election Commission Curriculum Guide

Table of Contents

Introduction

Part I

Appreciate the Right to Vote

A. Changes in leadership
B. How elected officials influence lives of citizens
C. Why each election and vote is important
D. Why some people vote and others do not
E. How and why a group has obtained the right to vote
F. Purpose of voter registration
G. Apply voting behavior principles to recent elections
H. The importance of issues to voter turnout

PART II.

Understand Campaign Finance Laws

A. The purpose of Federal election campaign laws
B. Obtain and review copies of reports of Federal candidates
C. Apply campaign laws to new situations
D. Apply laws regarding authorization notices

Part III.

Participation in Campaigns and Elections

A. Campaign volunteer work
B. Mock election

Footnotes

Bibliography

Appendices

A. History of Campaign Financing and Reform
B. History of Voter Registration
C. Voter Turnout Statistics
D. Campaign Finance Statistics
E. Hypothetical Questions
F. Authorization Notices
G. State and Federal Filing Offices
H. Additional Roles in a Mock Election and State and Local Officials and Suggested Calendar of Events
I. Definitions of Campaign Financing Terms
J. Individual Activities in Federal Campaigns

The textual format of the FEC Curriculum Guide is an expansion of the outlined Table of Contents. The guide is written in terms of educational objectives supplemented by answers to student discussion questions provided to give the teacher necessary background information. These answers are underlined so that they can easily be distinguished from the students' educational objectives. The FEC Curriculum Guide recommends that answers be solicited from students in the form of classroom discussion, small group discussions or individual research. Teachers are asked to avoid lecture methods and to encourage student thinking and creativity.

An example of the textual style used is included in the Appendix A:24. As in the Curriculum Guide, the teacher background answers are underlined.

Elementary Level Voter Education

The bulk of voter education efforts have been aimed at the junior and senior high levels. There is a growing concern, however, that the principles of "citizenship" might be most effectively initiated at the elementary level. The philosophy behind elementary level voter education is that a child's early enthusiasm and positive feelings about voting can help to lay the foundation for a lifetime of voter participation.

Mock Elections

Just as the mock election is a popular teaching device for voter education on the middle and high school levels, it is also the most widely used approach on the elementary school level. Several states have undertaken the task of creating a simplified mock election for students in Kindergarten through Sixth Grade. Of those, Illinois' "Let's Vote," prepared by the Illinois State Board of Elections and Illinois Office of Education in 1978, was the first statewide program created for elementary school students.

The program is designed to teach boys and girls that the vote is their voice in democracy by giving students an opportunity to:

- experience how campaigning influences the voter,
- speak out for the candidates of their choice,
- vote on a paper ballot, and,
- realize the importance of voting in secret.

The subject of Illinois' elementary level mock election is not human candidates running for public office, but furry and feathered creatures vying for favorite dog, favorite bird, and favorite wild animal. "Let's Vote," a 34 page pamphlet, provides the teacher with all the materials needed for the mock election with the help of a duplicating machine, except for a ballot box and the cardboard screens used to make the voting booths. Included in the pamphlet are:

- *Teacher background information* offering teachers a short, simplified summary of Illinois' voting laws and customs.
- *Comparison Candidate Sheets* that list the four candidates in each of the three election categories (for example, candidates for favorite dog are: Collie, Saint Bernard, Poodle, and Beagle) along with a brief description of each candidate's color, average size, and interesting facts. These sheets encourage students to consider information about each candidate beyond its physical appearance.
- *The Teacher's Procedures Outline* which lists materials needed as well as providing step-by-step procedures for conducting the mock election. These procedures for pre-election and election day are reproduced in the Appendix A:25 to show how a mock election is organized at the elementary level.
- *Related Activities* include a vocabulary sheet, student hand-out worksheets ranging in difficulty from a connect-the-dots to a crossword puzzle and other suggested classroom activities to supplement the mock election. For example, one of the classroom activities designed to teach students about the purpose of campaigning is to have boys and girls form campaign committees and to draw and cut out figures representing their candidates to wear as campaign buttons.

"Be A Voter," prepared in 1980 by the Arkansas Secretary of State, is based substantially on the same principles as the Illinois program. In "Be A Voter," there are three categories of candidates: 1) Wild Animals of Arkansas, 2) Trees of Arkansas, and 3) Crops of Arkansas. In Lesson One, "Registration," it is suggested that

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students in the upper elementary grades fill out registration-type cards prior to the mock election to introduce them to the concept of registration. In Lesson-Two, "The Campaign," candidate comparison sheets, like those featured in Illinois' "Let's Vote" are distributed, and students are assigned to campaign for each of the candidates. In the mock election that follows, it is suggested that students pick the best candidate in each group. "Best" is defined as the candidate who most helps man. The Arkansas candidate comparison sheets are reproduced in the Appendix A:26.

At this time, the Ohio Office of the Secretary of State is completing a Kindergarten-through-Sixth-Grade voter education program that pairs mock elections like the ones included in the Illinois and Arkansas programs with an extensive collection of worksheets, vocabulary exercises and informational lesson plans. Ohio's Elementary Voter Education Package is actually four separate programs designed for four different grade levels: Kindergarten, First/Second Grade, Third/Fourth Grade, and Fifth/Sixth Grade. Each program has an educational goal relating to the skill level of its participants.

■ *Kindergarten*: The goal of the Kindergarten program is: "To understand the concept of choosing." The central activity is a mock election where students choose a favorite animal, snack or color. In addition to guidelines for the mock election, the kindergarten program has two decision-making "readings" to reinforce the lesson of "choosing."

■ *First/Second Grade*: The goal of the First/Second Grade program is: "Establishing importance of making informed decisions." Again, the mock election is the central activity as students vote for their favorite bird, flower, and animal. The election is accompanied by 20 handout sheets. Two examples of supplementary handouts "Voting is Choosing" and "Be a Smart Voter" are included in the Appendix A:27.

■ *Third/Fourth Grade*: The goal of the Third/Fourth Grade program is: "Develop awareness of election process." In preparation for the mock election, which is no longer a vote for "favorites" but rather a vote for political candidates, students study the structure of the federal and local government, political parties, campaigns, and voting regulations. A sample lesson plan "Political Campaigns" is included in the Appendix A:27.

■ *Fifth/Sixth Grade*: The goal of the Fifth/Sixth grade program is: "To understand that, within the democratic process, and individual concern can become a campaign issue." This nine-lesson program centers around political decision-making and culminates with a mock election using a ballot that decided an issue rather than a candidate. The sample ballot states: "Should Clinton Elementary School have a dress code for its students?" Lesson 3: "Your Concerns Can Become Issues" is included in Appendix A:27 as an example of the lesson plan style.

Other Efforts

One elementary level voters education program that does not fit into the mock election category is "The 1980 Presidential Election" created by Peggy Booth and Betty Shryock of PBS is Stephens City, Virginia. This program is a series of three informational worksheet packets designed for kindergarten/first, second/third, and fourth/fifth. These exercises help elementary students practice basic reading, writing and reasoning skills while being introduced to voting vocabulary.

Kindergarten/First Grade: Worksheets include activities like connecting numbers to form the picture of an elephant or donkey or counting the number of delegates in the Virginia delegation.

Second/Third Grade: Worksheets increase in complexity to include activities like helping the candidate through a box maze of political primaries, putting the first letter of pictured objects in a series of boxes that end up spelling out "Register to Vote."

Fourth/Fifth Grade: Worksheets are designed so that students learn voting vocabulary by using the same words in a variety of different worksheets. See Appendix A:28 for an example.

At this time, IPLE is working on a comprehensive voter education program for elementary school students which they hope will be disseminated nationally like their high school level program. A sample exercise from the 1980 IPLE Elementary Citizen Project is included in the Appendix A:29.

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Election Officials As Resources

Although many state and local election officials would like to see large scale, comprehensive, curriculum-centered voter education programs implemented in their localities, such an ambitious approach may not be immediately possible. As an interim measure, or as an alternative, election officials can still make an immediate and valuable contribution to their local school systems by acting as a resource for voter education efforts orchestrated by school officials.

Local Officials as Resources

For local election officials who want to become more involved in their school system's voter education efforts, the first step may simply be a matter of contacting your local school administrators and teachers. Educators sometimes hesitate to call on election officials because they fear that they are imposing. In most cases, however, teachers and school administrators are delighted by an election official's offer to contribute to their voter education efforts.

We recommend, then, that you simply call or write to your local school authorities offering your services. When you do that, of course, you will want to make clear to them *when* you can be available and *what you are prepared to offer* from a number of possibilities. Local election officials can act as a voter education resource for the school systems in a variety of ways. Some of these ways include:

Meeting with teachers, perhaps by offering them a Voter Education Workshop, to give them up-to-date information about election laws and voting procedures. Election officials could also describe a range of relevant classroom activities, possibly xeroxing and distributing sample lesson plans like the ones included in the Appendices of this manual. A teacher workshop can be an important step toward establishing permanent channels of communication with local educators for future voter education efforts.

Preparing Election Briefs. In addition to conducting teacher workshops, election officials may want to develop and distribute election related information on a more regular basis. Topics for these 2 to 3 page briefs could range from the mechanics of the voting process to the types of legislation currently pending or potential reasons for fluctuations in registration and voting. Briefs could be distributed to individual school systems, through state Teachers Associations, or included in relevant newsletters.

Speaking to groups of students, either within the classroom or in an all-school assembly. Most teachers are eager to have outside experts come into their individual classrooms. The advantage of talking with a class of 20 to 30 students rather than an assembly of the entire student body is that it gives students more opportunity to ask questions. However, in an especially large school system, talking to several classes together in an assembly may be the most effective way of reaching the majority of students.

Speeches may cover a range of types including:

- Who I am/Position;
- How I got where I am/Background;
- What my duties are;
- Facts related to registration and voting (e.g., percent of people eligible to vote, percent of these registered, percent of registered who vote, number of people who voted for the winning candidate. Also see "One Vote Counts", Appendix A-1.);
- Registration procedures;

- Voting equipment demonstrations;
- Importance of the electoral process; and
- What upcoming ballot issues will have a particular impact on students.

Officials speaking to college or college-bound students may also want to discuss what impact registering locally may have on them (e.g., loss of scholarship status, insurance coverage, etc.), what residency requirements are and where to register.

Developing a Speakers Bureau. If election officials do not have the time or resources to speak personally to students, they may instead be able to set up a speakers bureau using other county or local officials, Election Board members, university professors, League of Women Voters representatives or others who have expressed a willingness to speak to students. In addition to developing a roster of speakers, election officials may want to increase the value of the bureau by developing speech outlines, preparing a list of questions for panel discussions, training speakers, or even circulating notices through newspapers, associations, and the like announcing the availability of this service to *all* community organizations!

Helping conduct student elections. Each year most student bodies elect class officers and members of the student council. These elections provide several opportunities for introducing students to official voting procedures. Many local election officials regularly lend the county's voting equipment to schools for use in school elections. This is an effective way of training students to operate the voting equipment they will actually be using when they go to the polls. Using old or sample ballots may further contribute to the realism of this experience. If possible, some students also may be able to come to the election office to learn how to lay out their own ballots. These could then be printed by the school. Finally, if computerized ballots are used, it may be possible to tabulate the results of a school election using the school or county computing facilities.

If election officials would like to help establish more comprehensive voter education programs in their communities' schools, they may want to inquire into the school's total voter education needs at the same time that they pinpoint how they can be most useful as an auxiliary resource. In an effort to gather information, as well as open communication channels with school administrators, election officials may want to ask administrators to complete a questionnaire like the one described in Appendix A-30.

In conjunction with the information collected by this type of questionnaire, an election official may want to help organize a community effort to sponsor a voter education program in the schools. By bringing together a steering committee of interested citizens including parents, city council members, social studies teachers, League of Women Voters members and possibly representatives from both the Young Republicans and Young Democrats, election officials can learn about the concerns and anticipated needs for voter education in their community. Encouraging young people to vote is an important part of a local official's job, but it is not solely their responsibility. By involving other members of the community in the planning of voter education programs, election officials can ensure that their programs will not only have community support, but community interest and assistance.

State Officials as Resources

While most of the field work and actual contact with teachers, administrators and students are most easily carried out by local election officials, state election officials are in a unique position to act as an information bank in support of voter education programs in the schools. In some states, several individual counties may be conducting effective and creative voter education programs. However, counties throughout the state may have no information about programs and efforts being carried out by other counties. If state election officials can contact each of the county officials on a quarterly to bi-annual basis, they can supply a central network for the sharing of educational ideas.

Another way to increase communication among local election officials within the state is to publish a voter education section in the state election newsletter. Each newsletter could highlight a particular program that has been tried on the local level as well as give helpful hints for increasing student involvement in voter issues. Such a column or section would supply local election officials with a vehicle to share not only their voter education successes, but also their frustrations and failures. Local election officials may feel very isolated and even overwhelmed by the responsibility of educating young voters. A newsletter item may help them to understand that others share their concerns and frustrations. At the same time, it could acknowledge their individual efforts to deal with the very important issues of young voter apathy.

In addition to the newsletter, state election officials might distribute general information pamphlets to their local election officials along with guidelines as to how these pamphlets might best be used in the schools. In some states, the distribution of voter "data" sheets has been coordinated with a "Voter Education Day." In preparation for a "Voter Education Day", state election officials might want to put together a packet of information brochures designed to attract young voters.

Another way in which state election officials can involve students in a voter education experience is by participating in projects like "Perspectives: Close Up." Most states now have a "Close Up" program that brings students to the state and federal capitals so that they can observe people in government making major decisions first hand. The Close Up Foundation located in Washington, D.C. has been in operation since 1971, and is an excellent example of the work already being carried out by concerned government officials. Without a doubt, visits to both the state capitols and Washington, D.C. help students to see their potential vote in action. Any efforts made by state and local election officials to encourage and extend this program and others like it will benefit voter education.

Both state and local election officials are in an excellent position: No one else knows as much about voting procedures or the importance of voting and no one else can better help young people to learn about their democratic privilege to exercise that vote. If state and local election officials offer their time and energy to their communities as voter education resources, we will all benefit from a better informed, more enthusiastic electorate.

Registration-Related Activities

A final type of election-related activity which election officials can provide in the schools is a voter registration program for students who will be qualified by the next election. Especially if combined with the activities described in previous chapters, such registration efforts can encourage students to act on the information they have been taught. A registration program for eligible students can at the same time help election officials reach in one stroke an important group of potential voters who would be harder to reach on an individual basis.

State election officials can support such student registration activities both by promoting state-wide efforts and by supplying materials for locally-based efforts. Specific statewide activities could include:

- proclaiming a "High School Voter Awareness Month" week, or day to focus statewide attention on registration activities;
- soliciting the support of other statewide agencies (e.g. the County Clerk's Association, the State Board of Election, or the Student Council Association, etc.) for a statewide registration drive;
- writing letters from the Secretary of State's or Election Division office to high school principals requesting their cooperation with state or local student registration drives;
- having the Secretary of State and other administrators, including state legislators, conduct voter information and registration assemblies throughout the state; and
- providing individual schools with materials ranging from posters to audiovisual presentations designed specifically for student voter registration programs.

While such efforts are instrumental in focussing statewide attention on student registration, experience suggests that, to be most effective, student registration programs should be carried out by, or in close cooperation with, local election officials.

Depending on state laws concerning mail registration and deputy registrars, local election officials can sponsor student registrations in several ways:

- by providing students with (or reminding them of) an opportunity to register on an individual basis;
- by appointing deputy registrars within the school system to handle registrations; and
- by initiating more extensive registration programs.

Each of these possibilities is described below.

Individual Registrations

There are several ways of registering students. In states where mail registration is allowed, election officials can arrange with school officials to distribute voter registration application forms during assemblies or in home rooms and social studies classes. Application forms can also be included with the diplomas handed out at graduation. Officials who have done this feel that linking graduation and registration emphasizes the importance of voting as an adult responsibility. Election officials in states without mail registration might consider registering students during their baccalaureate rehearsal and then providing voter registration certificates to accompany each registered student's diploma. An alternate approach might be for election officials to include letters with student diplomas reminding students of the importance of voting and telling them where and how to register.

While there are clear advantages to symbolically tying registration and voting with a student's passage into "adulthood," the message may get lost in the excitement of the moment. One alternative to the distribution of registration applications or reminders at graduation is to

mail these forms or letters to individual students as they turn eighteen. Birthdate information may be available from student records, depending on how these records are kept by individual schools and the willingness of school administrators to release such information. If the names can be obtained, a "birthday card" with registration information could be sent. While the personalization of this approach may solicit a greater response from its recipients, it also requires a considerable effort by the local election staff.

Deputy Registrars

In states that allow election officials to appoint deputy registrars, election officials may want to allocate some of their deputies to the schools. School principals or their secretaries are often willing to serve as deputy registrars. This approach offers students a consistent and continuous location for registering. In addition, by being able to deal with a person with whom they have frequent contact, students may be less timid about entering into a legal process. Depending on their schedules and attitudes, these deputies may also use student records in identifying new eighteen year olds and encouraging them to register.

There may, however, be some drawbacks to such a scheme. The use of school administrators as deputy registrars may make the registration process easier, but it may also lead some students to associate registration and voting with the disciplinary functions of the principal's office. An alternative deputy registrar approach currently being tried may circumvent these potentially negative associations. Local election officials in several states have deputized individual high school seniors (or juniors who will turn eighteen over the summer) and given them responsibility for registering their peers. These officials feel that the peer relationship is valuable.

To support the efforts of the administrative or student deputy registrars, election officials may want to recommend or assist school officials in developing a "Voter Registration Graph" monitoring the percent of the school's eligible voters that have registered to vote. The "graph" could be maintained by students and situated in an area of heavy traffic. In Washington State, where this idea has been tried, the Office of the Secretary of State awards the school with a "Certificate of Good Citizenship" when it reaches 100% registration.

More Extensive Registration Drives

It is no great surprise to find that some of the most successful student voter registration programs result from a combination of all the approaches we have described individually. And the investment of time and effort pays greater dividends if the program becomes an annual or bi-annual routine rather than being a one-shot deal.

The "grand design", so to speak, involves a number of players (State election officials, State educational officials, local election officials, and local school officials) and therefore requires some careful planning and coordination. It is probably best to begin at least a year before the program is to appear in the schools in order to allow sufficient time for:

- defining the goals and objectives of the program (perhaps in terms of material learned or numbers of students registered)
- designing and planning an appropriate program package (drawn perhaps from the variety of possibilities described in this volume)
- preparing, printing, and distributing the necessary materials
- implementing the program as planned

At the conclusion of the program, you will no doubt want to evaluate its effectiveness in meeting the stated objectives and in operating smoothly and efficiently. The final program, along with the changes and improvements suggested by the evaluation, can then become a part of the standard operating procedure for all offices.

There is every reason to believe that through such a carefully planned and coordinated approach, election and education officials can combine their resources to provide a valuable civic service at minimum cost and inconvenience to their normal operations. It is equally reasonable to believe that such a service would go far toward improving the public understanding of and perhaps participation in the American electoral process.

Appendix A

Appendices Handbook

A:1 **One Vote**

A:2 **Case Study:** City Transit System
(Practical Politics, Ohio Department of State, 1980)

A:3 **National Citizenship Test**
(Project PAVE, Hawaii)

A:4 **NASSP Voter Education Curriculum Guide:** Activity 1, Activity 2.

A:5 **Realities of a Political Campaign: Pollsters and Politics**
(Project PAVE, Hawaii)

A:6 **Current Issues Inventory**
(Practical Politics, Ohio Department of State, 1980)

A:7 **The Party Game**
Manual for Teaching Voting Skills
(B.J. Bartholomew, 1980.)

A:8 **Democrat? Republican? Independent?**
(Manual for Teaching Voting Skills
B.J. Bartholomew, 1980.)

A:9 **Classroom Activity**
(IPLE Newsletter, Fall 1979.)

A:10 **Voters Rights Exercise**
(Institute for Political and Legal Education, Education Improvement Center
Sewell, N.J.)

A:11 **"There Ought to be a Law"**
(Institute for Political and Legal Education, Educational Improvement Center
Sewell, N.J.)

A:12 **Illinois' Mock Election '78**

A:13 **Illinois' Mock Election '78**

A:14 **IPLE Student Simulated Election Sample Petition**

A:15 **Election Game—Rules for the Players**

A:16 **Project Pave: Apathy vs. Activity**
(Let's Fight "City Hall!")
Project PAVE, Hawaii

A:17 **IPLE Curriculum Objectives**

A:18 **Lesson Five: Political Decision-Making**

A:19 **Canvassing Techniques**

A:20 **Lesson Six: Surveying the Community**
(Practical Politics)

A:21 **Handout #12: Why We Should Keep or Abolish the Electoral College**
(Practical Politics)

A:22 **PART III The Importance of Issues in Elections**

A:23 **Young Voters Campaign**
(NASSP)

A:24 **Understand Campaign Financing Laws**
(Curriculum Guide, Public Information Office, FEC)

A:25 **Teacher's Procedures**
(Let's Vote, Illinois State Board of Elections, and Illinois Office of Education 1978)

A:26 **Campaign Comparison Sheets**
("Be a Voter", Arkansas, Secretary of State, 1980)

A:27 **Handout 1-1 "Voting is Choosing"** et al
(Elementary Voter Education Package, Ohio Secretary of State)

A:28 **"The 1980 Presidential Election"**
(PBS, Stephens City, VA)

A:29 **Political Scavenger Hunt**
(IPLE Elementary Citizen Project, 1980)

A:30 **Questionnaire for Local School Officials**

Appendix A:1

One Vote

One vote caused Charles I to be executed (in 1649).

One vote made Texas part of the U.S. (in 1845).

One vote saved President Andrew Johnson from impeachment (in 1868).

One vote made Adolph Hitler head of the Nazi Party (in 1923).

One vote saved the Selective Service System only 12 weeks before Pearl Harbor (1941).

One vote admitted California (1850), Idaho (1890), Washington (1889), and Oregon (1859) to the Union (1850).

One vote elected Rutherford B. Hayes to the Presidency, and the man in the Electoral College who cast that vote was an Indiana congressman elected by one vote.

One vote kept Aaron Burr, later charged with treason, from becoming President. That one vote elected Thomas Jefferson President (in 1800).

Woodrow Wilson was elected President in 1916 by carrying one state by less than one vote per percent.

One vote made Oliver Cromwell Lord Protector of the Commonwealth of England (in 1645).

One vote (in 1776) decided that Americans would speak English rather than German.

One vote changed France from a monarchy to a Republic in 1875.

Appendix A:2

Case Study*

The City Transit System

The city transit system has put a tax question on the ballot for the voteers of the city to decide. The wording on the ballot will read:

> Shall there be additional tax of 1 mill on real estate for the purpose of operating funds for the transit system?
>
> _____For the levy _____Against the levy

A coalition has formed to support the levy and another one has formed to oppose it. Among those who support it are the Mayor, the Chamber of Commerce, Senior Citizen groups, and a group that calls itself Citizens Who Ride the Bus. The opponents include the local Realtors Association, the local chapter of the Auto Club, Citizens for Low Taxes, and a group called Suburban Opponents of Public Money for Buses.

All of these groups and many individuals engage in a wide variety of activities in an attempt to influence voters. The Mayor has made TV and radio commercials urging support for the levy. The Chamber paid for those commercials and provided fact sheets to newspapers, radio, and TV, as well as buying ads in the local newspapers. Citizens Who Ride the Bus have provided speakers to civic groups and notices to church and organizational newspapers.

The opponents have been equally active. The Realtors have held a number of press conferences to explain their opposition and have paid for several ads on radio, TV, and in newspapers. The local chapter of the Auto Club has established a telephone hot line to answer questions and has put out information brochures that explain their opposition. The Citizens for Low Taxes have taken literature door to door and provided speakers for debates, coffees, and talk shows. The Suburban Opponents have not done anything specific, but have complained to the news media that no one is paying attention to them.

Both sides prepared carefully worded explanations of their positions for the local newspaper to print the week before the election. Neither political party has taken an official position on the issue, and neither have any of the local elected officials except for the Mayor. The local League of Women Voters published an explanation and arguments for and against the levy.

Both sides agree on a few facts: the levy is for 1 mill, which is one dollar on every $1,000 of the taxable value of a property, but they do not agree how much that will cost the average homeowner. The supporters say it will average $17 per homeowner; the opponents say $42. Both sides agree that an average of 27,000 people ride the bus every day. But the supporters say that saves energy and congestion while the opponents emphasize that means more than 260,000 people in the city do NOT ride the bus every day. The supporters say the bus saves the commuter money, cuts down on traffic congestion and air pollution, provides the only means of transportation for many disabled, elderly, and low-income people. Opponents say the public should not subsidize a service used by so few, that the bus company would not need the money if it had better service, increased ridership, and reduced need for public subsidy. The opponents say they should increase

their ridership and use that extra income for improving service.

The Mayor says better mass transit will make a more prosperous community; the Chamber says it will attract business; the Senior Citizens are fearful of higher fares and less service; and the Citizens Who Ride the Bus want to avoid buying a second car to commute in.

The Realtors fear higher taxes will hurt their sales, the local chapter of the Auto Club fears loss of the gas tax revenues to build better highways, the Citizens for Low Taxes don't want more taxes for ANY reason. And the Suburban Opponents want to get their name in the paper because they are opposed to school busing and believe the two are somehow connected.

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*Taken from *Practical Politics*, Ohio Department of State, 1980.

Appendix A:3

National Citizenship Test*

I. A. One of the historic documents that is protected under glass in the National Archives in Washington, D.C. is the Declaration of Independence.

Ture or False

____ 1. The first paragraphs of the Declaration of Independence are known as the Bill of Rights.

____ 2. The President is head of the legislative branch of the government of the United States.

____ 3. A full term of office for a United States senator is six years.

B. *You and the Law*. Read the story carefully and study the questions about the rights of people involved.

True or False

The scene is the living room of a private home. The father of the house has just finished breakfast. His twenty-two year old son is in his room. The doorbell rings.

Policeman: Good morning, sir. I'm Sergeant Lynch of the Metropolitan Police Department. I'm sorry to tell you that Mr. Miller, who's the manager of the A and W Jewelry Store on Main Street, has reported that your son Bill took some watches from his store. I have a warrant here to search your house for those watches that were stolen last night.

____ 4. At this point, Sergeant Lynch should just be allowed in the house to search for the watches.

In the next scene, Seregeant Lynch enters young Bill Wilson's room. The officer looks quickly around the room, walks to the bed and turns the pillow over. He then goes to the desk where Bill is sitting and opens a drawer and closes it rapidly.

Policeman: You're Bill Wilson, aren't you? I'm Sergeant Lynch of the Metropolitan Police Department. I want you to tell me where you were last night between six and six-thirty. Were you downtown?

____ 5. After he has identified himself to Sergeant Lynch, Bill Wilson must answer any questions he is asked.

After questioning, Bill Wilson went to the police station with Sergeant Lynch. Forty-eight hours later, Bill is still behind bars.

Wilson: What am I charged with? Why am I being held? I want to get out of here now! Tell me why you are holding me or let me out. What am I charged with?

____ 6. At this point in the story, Bill Wilson has the right to know the charges made against him.

Bill is on trial for robbery. The judge and jury are listening to the District Attorney.

District Attorney: . . .and here's something the Defense Counsel doesn't know, which proves beyond a doubt that Bill Wilson is guilty. I have a signed sworn statement here from Charles Miller of the A and W Jewelry Store.

In this statement, Mr. Miller says he saw the accused, Bill Wilson, come into the store and then rush out with the tray of watches under his coat. Now, Mr. Miller is out of town and can't be reached for a few weeks but, his sworn statement proves to me that Bill Wilson is guilty as charged.

Defense Counsel: Objection!

____ 7. Mr. Miller's sworn statement, which definitely places Bill Wilson at the scene of the crime, can be introduced as evidence.

Bill Wilson is found not guilty. A month later, the District Attorney released a photograph as new evidence. The photograph clearly showed young Wilson running away from the jewelry store with the tray of watches under his jacket. The District Attorney moved for a new indictment, convinced that he would certainly get a conviction on the same charge this time.

____ 8. Because of the new evidence, the District Attorney can reopen the case on the same charge.

C. The following questions are designed to test your knowledge of the First Amendment and of your rights and the rights of others when the freedom of speech is involved.

Professor John Jones: Why should our boys die in Vietnam? That war is our national shame. I for one expect a Communist victory in Vietnam and I for one welcome a Communist victory in Vietnam.

Yes or No

____ 9. Did Professor Jones have the constitutional right to make that statement?

"The American way of life is decaying. Capitalism is decaying. For the good of all Americans and mankind, the United States government must be overthrown and it will be overthrown."

____ 10. Testing your knowledge of the First Amendment, did John Jones have the constitutional right to make that statement?

The murder trial which has rocked this community is still going on, and will probably go to the jury tomorrow. "As the jury filed down the steps to lunch this afternoon, C. Jones, a member of the Anti-Crime League shouted, and I quote, 'You characters better vote to convict the rat. We've got long memories here, and we won't forget anyone who lets that murderer go free.' "

____ 11. Did Clarence Jones have the constitutional right to make that statement?

"If I had my way, I would throw every nun out of her convent, every minister out of his church and every rabbi out of his synagogue. If a man in religious garb were here, I'd show you a really useless character."

____ 12. Did the speaker, Jones, have the constitutional right to make that statement?

True or False

Rudolph Abel, a Russian citizen and a colonel in the Russian spy network, was tried in the United States and convicted of espionage.

____ 13. In his trial, Russian citizen Abel had the same rights as if he had been an American citizen who was on trial.

____ 14. A school board may allow daily recitation of a prayer in school if those children who object are excused from the room

____ 15. States can limit an individual's right to keep and bear arms.

____ 16. Any citizen, even if he is not an officer of the law, can arrest someone he has seen committing a crime.

At a hearing of the Senate Investigating Committee in Washington, a witness invokes the Fifth Amendment—refusing to answer questions on the grounds of self-incrimination.

____ 17. If this witness were on trial rather than before a Senate Committee, a judge could require him to answer those same questions on the alleged criminal activities.

____ 18. In your opinion, should the Fifth Amendment to the Constitution be amended to force an individual to testify against himself?

In September, 1957, the United States Army's 101st Airborne Division was sent into Little Rock, Arkansas, to enforce the orders of a Federal Court. Before the troups could move in. . .

____ 19. President Eisenhower was required by law to ask for and receive permission from the Governor of Arkansas.

The Joint Chiefs of Staff are the senior American Military Commanders with headquarters in the Pentagon.

____ 20. If they unanimously vote to do so, the Joint Chiefs of Staff can use nuclear weapons without the President's consent.

____ 21. Political parties are not provided for in the Constitution of the United States.

You and Your Obligations

____ 22. A voting inspector may join you in the voting booth if he is convinced that you do not know how to mark your ballot.

____ 23. In a general election, a voter must vote for the candidate of the party in which he is registered.

____ 24. When a federal census taker appears at your door, you have the right to refuse to give him information about yourself or others living in your home.

____ 25. If a person is called for jury duty and refuses to report because he is too busy, he may be fined or punished.

Your local PTA group has been after your city for months to install a traffic light at a particularly dangerous intersection near the school in your

neighborhood. In spite of your warnings that a tragedy will occur if a signal is not installed, the city authorities have done nothing about it. It finally happened, a young boy was struck by an automobile and is being taken to the hospital as a group of angry parents gather near the school. Read their recommended course of action. In what cases would the parents be lawfully right?

Yes or No

First woman: I say this latest accident is an absolute outrage. We have got to get a traffic light on this corner by the school before even more tragic accidents occur. Let's put a picket line right here, right across the street. Stop traffic until they give us the light.

____ 28. If the parents followed this mother's recommendation, would their actions be lawful?

Second woman: That's not good enough. Let's go to City Hall and picket it with signs. Let's picket the place until they give us the light.

____ 29. Would their actions be lawful?

Third woman: Nonsense, let's keep the children home! That'll do it. Keep the schools empty. Let's see how long they stand for empty schools!

____ 30. Would their actions be lawful if they followed her advice?

*Taken from *Project PAVE*, Hawaii.

Appendix A:4

Activity 1*

Strong and Goodwin Elections

Here are *two new stories* about one election that might have been written in a city or school newspaper.

Elizabeth Strong easily beats Terrence Goodwin.

Last night election returns came in for the Mayor's race in which Elizabeth Strong and Terrence Goodwin were running, and it was really over by 7:00 o'clock when Strong had built up a 3,500 to 1,000 lead. After the 7:00 o'clock news Strong's lead was maintained, although Goodwin picked up votes in the suburbs. Elizabeth Strong carried nearly all of the city's precincts and proved a big vote getter in becoming the new Mayor.

Terrence Goodwin nearly upsets Elizabeth Strong.

Last night Terrence Goodwin received more votes than Elizabeth Strong after the 7:00 o'clock news and nearly won the Mayor's race. Goodwin had not campaigned the last couple of days in the city and found himself behind in the early tallies. After the 7:00 o'clock news Goodwin ran up a tremendous vote total in the suburbs, although by 10:00 o'clock the lead had been cut to 1,000 votes. Even though Strong was hanging on late in the night she was declared the winner in the morning by 4,500 ot 4,000.

The following are six statements about the Mayor's election. If a statement is true according to both newspaper stories, circle the word "Agree". If the stories disagree about the statement, circle the word "Disagree".

1. Agree	Disagree	The vote was 4,500 to 4,000.
2. Agree	Disagree	Elizabeth Strong was the better candidate.
3. Agree	Disagree	Terrence Goodwin was the better candidate.
4. Agree	Disagree	The tally at 10:00 showed a difference of 1,000 votes.
5. Agree	Disagree	Elizabeth Strong picked up 3,000 votes after 10:00.
6. Agree	Disagree	It was easy for Strong to beat Goodwin.

*Taken from the *NASSP Voter Education Curriculum Guide.*

Activity 2

Secretary of Energy Information

"No Allocation"

"Secretary of Energy Shakily Defends Oil Companies"

"Secretary of Energy Continues to Rap Oil Firms That Cut Productions"

1. Each *headline* gives a different meaning to the Secretary's actions. What are they?

2. Can you tell *which side* of the issue each headline favors?

Appendix A:5

Realities of a Political Campaign: Pollsters and Politics*

Developing Poll Reading Skills

How much do you know about reading a political poll and determining whether or not it is reliable? This is designed to help you with some information in order to make more sense out of political polls. Read each question carefully. Choose the one response that best answers the question. Following each question is a brief discussion about the answer. Check your answer with the correct one, and read the information.

Look at the Table below. Following the Table are several statements. Based on the data in the Table, respond to each statement by marking one of the following answers:

A. Correct B. Incorrect C. There is no way to tell if the statement is correct or incorrect.

TABLE 16: Political Party Preferences of Two Age Groups in Zenith

Political Party Preference	Age Groups	
	Younger Voters	Older Voters
Democrats	50%	70%
Republicans	20%	25%
Independents	15%	5%
Don't Know	15%	0%
Total	100%	100%

_____ 1. Fifteen percent of the younger voters are Independents.

_____ 2. The Democrats will win the next election in Zenith.

_____ 3. Forty-five percent of the voters in Zenith are Republicans.

Below are two sets of questions that were constructed for use in a questionnaire. Read carefully each set of questions and decide which *one* question is best. Put the letter beside the question number.

_____ 4. A. The President, Vice-President, and members of the Cabinet are in favor of the Jones Pollution Bill. Do you favor the Clean Cities Program?

B. Do you favor the Clean Cities Program over those other programs to improve our cities?

C. There are two programs to improve our cities—the Clean Cities Program and the Jones Pollution Bill. Which do you prefer?

_____ 5. A. Do you think the present mayor is doing a better job than the previous mayor?

B. Do you agree with our governor that the present mayor is doing a better job than the previous mayor?

C. Some people think our present mayor is doing a little better job than the previous mayor. What kind of job do you think the mayor is doing?

A group of students in your school wanted to know how the other students felt about student government. They developed a questionnaire and decided to ask 200 students to answer the questions. There were several ways they could have chosen their samples. Listed below are some of the ways. Choose the best method and put the letter beside the question number.

_____ 6. A. Obtain a list of all the students in the American government classes. Put their names in a hat and draw out 200.

B. Stand in front of the school and ask the first 200 students who come up to the school.

C. Obtain an alphabetical list of all the students. Divide the list into two alphabetical lists, one for boys and one for girls. Then choose every other name on the list until 100 boys and 100 girls have been chosen.

D. Obtain a list of all the student names in the school. Put the names into a box, shake the box thoroughly, and draw out 200 names.

*Taken from *Project PAVE*, Hawaii

Realities of a Political Campaign: Pollsters and Politics

Answer Key

Section I.

1. A - Correct

2. C - We cannot tell for sure how the election will come out.

3. B - Incorrect; we cannot add across percentages in a Table. We cannot tell what percentage of all the voters in the Zenith the percentages represent.

Section II.

4. C -

5. A - These questions are the best because they ask the person about something as clearly as possible without trying to influence his response.

Section III.

6. D - This is the best sampling procedure because it is a random sample, each boy and girl in the school had the same chance of being in the sample as did every other boy or girl.

Appendix A:6

Current Issues Inventory*

	Agree	Disagree	Priority
1. Motorcyclists should be required to wear helmets.			
2. The drinking age should be 18.			
3. Marijuana should be legalized.			
4. Any draft should include women.			
5. Smoking should be banned in public buildings.			
6. Nuclear power plants should be outlawed.			
7. Gasoline should be rationed.			
8. High schools should have designated smoking areas for students.			
9. Our town should have a curfew.			
10. (add a local issue, such as a teen center, need for a stop light, a school levy.)			

* Taken from *Practical Politics*, Ohio Department of State

Appendix A:7

The Party Game*

To simulate some of the excitement and some of the difficulties in forming and maintaining political parties and to aid the student to understand the compromises that must be made within a political party to maintain a coalition of actions that is dictated by our election system's demand for a majority, have your students play the following game.

Prepare a ballot with five or six burning school issues. Choose two leader type students to act as party leaders. Select appropriate names for your two political parties. Then tabulate the ballots and students who have made the same identical selections on their ballots as the two respective leaders you have chosen automatically belong to their political party. This should then leave a group of students who become the Independents. The members of the two political parties now organize and conduct a campaign to recruit the Independents to their party. Determine a winner by using a point award system.

Suggested Campaign Issues

1. Our present school subjects and courses:

a. should remain largely unchanged;

b. should be expanded by greater use of new educational media such as films and TV;

c. should be changed drastically to give students a greater voice in choosing the subjects they want taught.

2. Student styles of clothing and grooming should be:

a. regulated by teachers, School Committee or other adults;

b. regulated by a clothing code drawn up and enforced by the students themselves;

c. left to the taste and judgement of the individual student, with no formal codes or rules.

3. The emphasis on varsity athletics in our school:

a. should be increased to give students more of the spirit of interscholastic contests;

b. should be decreased in favor of more physical education classes for every student;

c. should be left about the same as it is.

4. The grading system in our school should be:

a. made simpler and less important as a measure of a student's success;

b. made more detailed so that future teachers will know more about a student's accomplishments;

c. left the way it is.

5. The problem of classroom cheating should be:

a. met by a student honor system, with students completely responsible for their own conduct and penalties;

b. controlled by school authorities with strict rules and severe punishment for offenders;

c. ignored and left unregulated—students who cheat hurt only themselves, and they alone should worry about it.

6. Homework at our school should be:

a. increased;

b. decreased;

c. eliminated.

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* Taken from *Manual for Teaching Voting Skills*, B.J. Bartholomew, 1980.

Appendix A:8

Democrat? **Republican?** **Independent?***

The following questionnaire is an effective way to introduce students to the concept of political parties and to satisfy a persistent question of what is the difference among a Democrat, Republican and Independent. A question the vast majority of adult voters would find difficult to express.

Question: What do you think sould be done relative to the following:

1. Public Ownership of Natural Recources
a) increased b) decreased c) kept the same
2. Federal Aid to Education
a) increased b) decreased c) kept the same
3. Federal Program of Slum Clearance and Public Housing
a) increased b) decreased c) kept the same
4. Social Security Benefits
a) increased b) decreased c) kept the same
5. Minimum Wage
a) increased b) decreased c) kept the same
6. Government Regulation of Business should be
a) increased b) decreased c) kept the same
7. Regulation of Trade Unions
a) increased b) decreased c) kept the same
8. Corporate Tax should be
a) increased b) decreased c) kept the same
9. Taxes on large incomes should be
a) increased b) decreased c) kept the same

10. Taxes on business should be
a) increased b) decreased c) kept the same

11. Taxes on middle income should be
a) increased b) decreased c) kept the same

12. Taxes on small income should be
a) increased b) decreased c) kept the same

The statistics below show the response of Democrats and Republicans on these issues.

Democrat and Republican Responses to Questionnaire

		Democrat	Republican
1. Public Ownership of National Resources	a) Inc.	57.5%	12.9%
	b) Dec.	18.6%	51.9%
	c) KTS*	23.8%	35.2%
2. Federal Aid to Education	a) Inc.	66.2%	22.3%
	b) Dec.	13.4%	43.2%
	c) KTS	20.4%	34.5%
3. Federal Program of Slum Clearance and Public Housing	a) Inc.	78.4%	40.1%
	b) Dec.	5.6%	21.6%
	c) KTS	16.0%	38.3%
4. Social Security Benefits	a) Inc.	60.0%	22.5%
	b) Dec.	3.9%	13.1%
	c) KTS	36.1%	64.4%
5. Minimum Wages	a) Inc.	50.0%	15.5%
	b) Dec.	4.7%	12.5%
	c) KTS	45.2%	72.0%
6. Government Regulation of Business	a) Inc.	20.2%	2.6%
	b) Dec.	38.5%	84.1%
	c) KTS	41.3%	15.3%
7. Regulation of Trade Unions	a) Inc.	59.3%	86.4%
	b) Dec.	12.4%	4.5%
	c) KTS	28.3%	9.2%
8. Corporate Tax	a) Inc.	32.3%	4.0%
	b) Dec.	23.3%	61.5%
	c) KTS	44.4%	34.5%
9. Tax on large income	a) Inc.	27.0%	5.4%
	b) Dec.	23.1%	56.8%
	c) KTS	49.9%	37.7%
10. Tax on Business	a) Inc.	12.6%	1.0%
	b) Dec.	38.3%	71.1%
	c) KTS	49.1%	27.8%

11. Tax on middle income	a) Inc.	2.7%	6.3%
	b) Dec.	50.2*	0.8*
	c) KTS	47.1%	35.3%
12. Tax on small income	a) Inc.	1.4%	2.9%
	b) Dec.	79.2%	65.0%
	c) KTS	19.4%	32.0%

*KTS = Kept the Same.

Appendix A:9

Classroom Activity* *Wanted*

Classroom teachers from many disciplines to help students improve their writing and critical thinking skills in relationship to qualifications and characteristics of political leaders.

Introduction:

If you are responding to this ad because you want your students to improve the above mentioned skills and become politically aware individuals, then read on. We've been trying to think of a way to help students consider the characteristics and qualifications of persons who run for elective office. For example, what is it really like to be President or Senator? What characteristics does a person need to do a job like that properly? The staff feels that one way might be to ask students to write a "job description" for President, Senator, or any elected office which fits the objectives of this lesson. In order to fill this job opening, help wanted ads could also be written which describes the characteristics/qualifications which a person should have to be hired (or in this case, elected).

Objectives:

1) to help students become familiar with the specific Articles of the Constitution which delineate the qualifications and duties/responsibilities of President, Vice-President, Senator, Representative, etc. (can of course be adopted to state constitution or local city charter);

2) to help students understand the complexities of each specific office and to determine the diverse skills necessary to carry out the duties of each office;

3) to help students develop and increase their basic and creative writing skills;

4) to help students develop and increase their basic critical and creative thinking skills.

Necessary Materials:

1) pencils/pens and paper;

2) campaign literature from specific candidates;

3) copies of the appropriate Articles of the U.S. or State Constitutions or city charters;

4) imagination.

Procedure:

Ask students to write a job description for President of the United States (or any other applicable elected official). This can be done individually or in small groups. Then ask:

1) What does the (President's) job entail?

a) what does the Constitution (charter, etc.) say he or she must do?

b) what do we know that he or she does traditionally?

c) what duties does the President have today that he did not have in the past, due to increased technology and civilization?

d) what might the President be asked to do in the future?

Next ask students, individually or in groups, to write a help wanted advertisement which would evoke responses from appropriate candidates. Ask:

1) Have you included Constitutional requirements? Age, citizenship, etc.

2) Have you included or implied a sex requirement? Why? Why not?

3) What are the major characteristics and qualifications you are looking for?

4) How do these apply to your "job description"?

As a follow-up activity, resumes for each of the candidates running for the specific office might be prepared through research of the campaign literature, magazines, news weeklies, and personal contacts or communications with the candidates and/or their headquarters. Other

students might serve as a screening committee to develop a questionnaire which could be used in the job interview, and would then proceed with the entire scenario of interviewing candidates for the specific elective office and making a decision by "hiring" someone.

As part of the debriefing process, ask:

1) What happened? Who was hired? Why?

2) How did each participant feel about his or her participation?

3) What is the relation to reality of this activity (simulation)?

4) What conclusions can be drawn?

*Taken from IPLE Newsletter, Fall 1979.

Appendix A:10

Voters Rights Exercise*

Objectives:

to dramatize the previous obstacles to voting in the U.S.;
to dramatize extension of the franchise in the U.S.;
to have individuals actually experience discrimination;
to motivate indivduals to participate in government;
to dramatize who wielded political power in the U.S.

Directions:

1. Ask everyone to stand.
2. Ask everyone who does not meet voter requirements below to *sit* as they are called out.
3. Debriefing: ask these questions:

Who is left who had right to vote? (WASP)
How did you feel when you were excluded from voting?
How did you feel about those who *had* the right to vote?
What did you learn from this exercise?
What is the purpose of this exercise?

Voter Requirements:

1. All non-protestants (in the early years of the federacy in most states being protestant was a requirement);
2. Anyone who does not own property (by 1821, most states had abolished property or tax requirements);
3. Anyone who is not white (1870, the 15th Amendment forbade denial of citizenship on the basis of race);
4. Anyone who is not a male (1920, the 19th Amendment gave women the right to vote);
5. Anyone who does not have $2.00 (1964, the 24th Amendment abolished the poll tax of $1.00 or $2.00 that many states had required);
6. Anyone who is not fluent in English (1965 Voter Rights Act made it possible for Spanish-speaking citizens to vote);
7. Anyone who cannot read or write English well enough to pass a literacy test (1970, Voter Rights Act abolished literacy tests);
8. Anyone not living in the same place for over a year (before passage of 1970 Voting Rights Act, most states had residency requirements of anywhere from 3 months to 2 years; 1970 law abolished any residency requirement of more than 30 days);
9. Over the age of 18 (1971, the 26th Amendment gave citizens over the age of 18 the right to vote).

* Taken from Institute for Political and Legal Education; Educational Improvement Center; South 207 Delsea Drive, RD4, Box 209; Sewell, New Jersey 08080; 609-228-6000.

Appendix A:11

"There Ought to be a Law"*

Objective:

To have students gain an understanding of the law-making process and the difficulties that this process involves (minimization of ambiquity, appeal to the majority, avoiding conflicts with existing laws, etc.) by having them construct laws of their own.

Activity:

"there ought to be a law. . ." How many times has each of us uttered or thought these words? This phrase has almost become an American folk saying like "You can't fight city hall!" It is used most often by angry citizens upset over some situation, condition, or practice which they feel could be remedied if only there were a law on the books to deal with it. Any law must start as an idea.

1. Write the phrase "There ought to be a law. . ." on the chalkboard and then ask the students to complete the sentence by volunteering ideas about their own particular concerns. For example, there ought to be a law. . .

* banning beverages sold in non-returnable bottles
* requiring a traffic signal at the corner of Main and Church Streets

* lowering the mandatory school attendance age from 16 to 14

* requiring jury trials for juvenile criminal cases

* etc.

2. The teacher should then select several of the suggested subjects for new legislation and divide the class into groups assigned to draft the proposed laws. The students who proposed a particular law should be one of those in the group assigned to write it. Give them 15-30 minutes to do this.

Note: Students should be urged to be as precise as possible in the language they use in writing the laws. The wording should clearly define the law's rule (purpose, scope, limits) as well as its enforcement apparatus, so that ambiguities and interpretation problems can be minimized. They will probably find it difficult to frame a law that is both general in nature yet not open to a wide variety of interpretations.

3. The lesson should be concluded by having each group read its drafted law to the class, and then discuss strengths and weaknesses of the law as written.

In looking at the proposed law, students should be directed to recognize possible conflicts with existing State or Federal law, infringements on the rights of others, and legislation already dealing with parts of the proposal. This particular aspect can lead to an interesting discussion as well as some research into the above conflict areas. Many times people are not aware that there are particular laws already on the books and it is just a question of possible lack of enforcement.

* Taken from Institute for Political and Legal Education; Educational Improvement Center; South 207 Delsea Drive, RD4, Box 209; Sewell, New Jersey 08080; 609-228-6000.

Appendix A:12

Illinois' Mock Election '78*

Voting Procedures

Voting procedures are designed to ensure that every person who has the right to vote has opportunity to vote in secret and that no one is permitted to vote who does not have the right. Each step has a purpose to this end.

*In conducting the mock election, the judges of election and the voters should be helped to realize the importance of following the required procedures. If a question does arise concerning an individual's right to vote or procedures, the decision reached by a majority of the judges prevails.

If the potential voters are required to register in order to vote in the mock election, use the following procedures on election day.

Step 1
The voter receives an application form from judge "1." (A suitable application form is supplied for your use in the white pages of the appendix.)

Step 2
The voter signs the application form with his name and address and returns it to judge "1."

Step 3
Judge "1" reads the voter's name and address in a loud, clear voice, prints the name of the voter in the space provided on the application form, and passes it to judges "2" and "3".

Step 4
Judge "2" and "3", of opposite parties, locate the voter's registration form in the files and compare the signature on the application with that on the registration form. If the judges are not satisfied by the comparison of the signatures that the applicant is the same person as registered, they may question the applicant as to the information on the registration form or request additional identification. The judges should also check on the registration form that the applicant has not previously voted in this election. A person whose registration form is not in the files cannot vote without securing proof from the election authority that he/she is registered.

Step 5
When the judges are convinced of the applicant's identity, judge "2" or "3" repeats the voter's name aloud, initials the application form, numbers it consecutively with the other application forms and returns it to the voter.

Step 6
Either judge "2" or "3" marks the voter's registration form as having voted in this election.

Step 7
The voter hands the initialed application to judge "4". Judge "4" stacks the applications in order.

Step 8
Judge "4" initials the back of a ballot and gives it to the voter.

Step 9
The voter goes into a voting booth alone to vote in secret. Before leaving the voting booth, the voter folds his/her ballot to that the vote is concealed and the judge's initials are visible.

Step 10
The voter hands the ballot to judge "5".

Step 11
Judge "5" checks that the correct initials are on the outside of the ballot to be sure that it is the same ballot given to the voter by judge "4" and, if so, inserts the ballot into the ballot box.

If in step 11, the ballot returned to judge "5" is not initialed, it may not be inserted into the ballot box. However, if a majority of the judges agree that judge "4" accidently failed to initial it, a new initialed ballot may be given to the voter. The not-initialed, folded, voted ballot is put into a special envelope for spoiled ballots and is returned to the election authority with the other election materials.

*Taken from Mock Election '78, State Board of Elections, Illinois Office of Education.

Appendix A:13

Illinois' Mock Election '78*

Voter Qualifications

To vote in county, state and national elections in Illinois, a person must be a citizen of the United States, at least 18 years old, a resident of the State for at least 30 days, and be registered with the appropriate county clerk or board of election commissioners. (Federal law has modified these voter requirements for national elections, extending the right to vote for President and Vice-President of the United States to more citizens.)

Through the years voter qualifications have varied. Originally, voting rights were limited in most states to male landowners over twenty-one years old. Gradually, in state after state, the link that joined the right to vote with property ownership was broken and other qualifications were introduced. By 1860, almost all white male adults had the right to vote; but no others were permitted that right. The voter ranks were increased to their present size by the adoption of the 15th, 19th, and 26th Amendments to the Constitution of the United States. The 15th Amendment prohibited limitation of the right to vote on the basis of race; the 19th Amendment granted women the right to vote; and the 26th Amendment, adopted in 1971, lowered the voting age qualification from 21 years to 18 years.

*In conducting the mock election, it is important to establish voter qualifications prior to election day to define who will be permitted to vote. You may wish to determine qualifications such as: to vote in this mock election a person must be a citizen of the United States, a student of the school for at least 30 days, and be registered to vote in the mock election. Be careful not to establish qualifications that would prohibit students you wish to participate in the activity from voting.

When discussing voter qualifications, you may wish to have the students debate the following:

1) "Be it resolved: Stricter voter requirements should be established."

2) "Be it resolved: Voter registration as a qualification for voting should be abolished."

*Taken from Mock Election '78, State Board of Education, Illinois Office of Education.

Appendix A:14

IPLE Student Simulated Election Sample Petition

Petition for Office

I, _____, the undersigned, a qualified citizen of _____, (City) of _____ County in the state of New Jersey, affiliating with the _____ Party and that Party only, hereby request that my name, to-wit: _____, be placed upon the official primary ballot of said party for primary election as a candidate for the office of _____, and I pledge myself to abide by the results of said primary election and qualify if elected.

(Signed)_____
Election Board

1._____ 6._____

2._____ 7._____

3._____ 8._____

4._____ 9._____

5._____ 10._____

*Taken from Student Simulated Election, Institute for Political and Legal Education.

Appendix A:15

Election Game—Rules for the Players

Step One: Voter Registration

1) Students must register before the deadline set by the teacher by signing the Registration and Voting List with their full names.

2) To be eligible to vote in the election, voters must be members of the class.

Step Two: Nomination of Candidates

1) After the subject of the election has been announced, voters may nominate the candidates. Voters may request a nomination paper from the teacher.

2) After the voter has written in the name of the candidate, the voter must get five class members to sign the nomination paper.

3) Only people who are registered to vote may sign the nomination paper.

4) Voters may sign as many as three nomination papers, but if they sign more, their signature will be eliminated from all nomination papers.

5) All completed nomination papers must be returned to the teacher by the deadline.

Step Three: The Campaign

1) Teacher lists all candidates who have been nominated for election on the blackboard.

2) Students may design campaign material for their candidates such as posters, buttons, and slogans.

3) Students try to convince class members to vote for their chosen candidates.

4) Students may give two minute speeches on behalf of their candidates.

Step Four: Voting

1) Voters fill out the attached ballot and vote for their chosen candidate.

2) Election officers check off voters' names, and voters place their ballots in the ballot box.

3) Election officers tally the ballots.

4) Teacher places winner's name on the blackboard.

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*Taken from *The Election Game*, Election Division of Massachusetts, Office of Secretary of State.

Appendix A:16

Section II. Apathy vs. Activity*

(Let's Fight "City Hall!")

Objective 1:

To examine the current attitudes (especially political attitudes) of the people involved in studying this unit, as well as the attitudes of friends and people in the community.

Introduction (To Students):

The purpose of this study is for you to find out where you are really at, as an individual, in relation to the political scene.

Activity A: Self Appraisal

1. Administer a personality test, such as can be found in *Self-Scoring Personal Analysis Test,* to determine whether each student is inclined to be introverted or extroverted. Examine the values and characteristics which influence behavior, on a subjective level, or;

2. Use other measurements of self-appraisal in order to learn about individual preferences, values, and factors which determine choices and decisions. Does the study rely on looks, quality, cost, etc, or;

3. Have students write a personal narrative discussing their personality and preferences as well as peculiar idiosyncratic notions, or;

4. Have the students write about how they make decisions, e.g., how they make up their minds on issues and candidates. Are their decisions thoughtful ones or "spur of the moment" ones? Is decision making rational or emotional, or;

5. Use "Discussion Questions," found in *"SECTION II. RESOURCES"* to encourage the students to express their values and opinions.

Activity B: Questionnaire, Survey, Poll

1. Administer the questionnaire found in *"SECTION II. RESOURCES"*, or;

2. Design a questionnaire and have the entire group participate in answering.

3. Have a resource person discuss the "how to" of constructing polls and questionnaires.

4. Tally the answers and display the results on a bulletin board, overhead projector, etc.

5. Select different statements for discussion, e.g., "Our elected officials do not care what I think and what other citizens think." Have students share any experiences in which they contacted elected officials.

6. Use the questionnaire again upon completion of this unit for evaluative purposes. Examine the changes in attitudes.

Activity C: News Articles

1. Use the articles found in *"SECTION II. RESOURCES"*, or;

2. Discuss other articles which contain information about political attitudes.

3. Have the students relate attitudes portrayed in the news articles with those in the questionnaire found in *"SECTION II. RESOURCES."*

4. Have the students summarize or react to the articles of their choice.

5. Refer to *SECTION III.* if articles relate to polls so that the students could be encouraged to be discriminating.

Activity D: Role Playing

1. Divide the class into smaller groups and portray various attitudes, e.g., one person trying to convince other "apathetic" people to vote, several people discussing a proposed plan to build a 15-story condominium in their area, a person trying to convince some friends to call an elected official about voting for a bill which would benefit a high school to which their children belong, or

2. Have the students write their own situations and assign parts. Example:

Person A: "Did you read that article in the papers last night about the guys who were caught putting fake people on their payrolls?"

Person B: "Yeah, that happens all the time in government. I bet some of our own legislators are doing the same thing!"

Person C: "So what are we supposed to do? Conduct an investigation?"

Person B: "The average citizen can't do a thing!"

3. Have the group analyze the situation acted out in terms of their own attitudes.

Activity E: Film Viewing

1. Introduce the film, *What Can I Do* (Information Sheet found in "*SECTION II. RESOURCES*" by requesting that the group note the attitudes which are portrayed in the film.

2. After the viewing, discuss the individuals in the film whose attitudes were depicted, such as the taxi driver, young woman, etc. Discuss the way each individual changed his/her attitude.

3. Use the suggested discussion questions and activities found in the "Information Sheet."

4. Survey the class or group to see whether their own attitudes match any of the individuals in the film. Do they still believe as the cab driver that "You can't fight City Hall!"?

Activity F: Points of View

1. Have the students "draw" an object based on oral directions given by the teacher (e.g., a triangle within a square).

2. Instruct the students that they cannot ask questions.

3. Discuss the various results emphasizing how a person looks at a situation, article, etc. from his own individual point of view.

4. In addition, discuss ideas in "Communication is the Key." Each student/person's frame of reference determines what he sees.

5. Use the following quotation by Henry Ford to further discuss "points of view": "If there is any one secret of success, it lies in the ability to get the other person's point of view and see things from his angle as well as your own."

Objective 2:

To examine the root causes of *apathy*.

Introduction (To Students):

A lot of people just do not care about politics or government! They think that all politicians are "wheeling-dealing crooks" and that they cannot fight City Hall anyway! Some people think all leaders are "wondermen" and can do no wrong! Are we, as *the* people, "using" the means available to us to give direction to government, or are we "losing" our rights by not taking part now! How many times have you heard, "If you didn't vote, don't complain!"? Same idea!

Here, we want to find out how and why we should "wake up and smell the flowers." Start by caring and being interested in our present and future. "Who's" doing "what" to the people?

Are we afraid of ourselves? Are we afraid of "big shots" or the system? Let's find out why we do nothing and don't care! Think of examples of apathy in your personal life and show where you could have changed things around if you had taken a little positive action!

Activity A: Questionnaire

1. Construct a questionnaire related to some current problem in the school or community. Design the questionnaire so that the responses will be as follows:

_____ Yes, I am for (describe issue) and am willing to do something about it.

_____ Yes, I agree with (describe issue).

_____ No, I disagree with (describe issue).

_____ No, I disagree with (describe issue) and will work against it.

_____ I don't know; I'm uncertain.

_____ I don't care, it doesn't matter.

2. Poll the general student body in the halls, at lunch, or in class (or poll citizens in the community).

3. Summarize the results and report to the group.

4. Discuss the attitudes and willingness of those polled.

5. Discuss the possible reasons for the attitudes displayed. (List: "One person can't do much!", "We tried doing something before but. . .", "I'll go along if someone else. . .")

Activity B: Cartoon

Introduce the cartoon on apathy found in "*SECTION II. RESOURCES.*"

2. Discuss: What is apathy? How is it demonstrated in the cartoon? What caused this apathy?

3. Collect other cartoons or articles which depict apathy.

4. Draw original cartoons showing apathy in various situations.

Activity C: Film Viewing

1. View the film, *Detached Americans* (B/W, 33 min. Available at the Hawaii State Library and UH-Sinclair Library).

2. Discuss: What is involvement, non-involvement? Are we plastic people? Do we mean what we say, e.g., "Good morning," "Hi, how are you?", "Howzit?", 'Brother," "Love," "I'm grateful"? Do we realize that we are really in America? Hawaii? Why do defectors return? Why do people who leave the Islands miss them so and long to come home to Hawaii. Ask any student who goes to school on the Mainland, etc. Ask any world traveller, and they will usually say, "Hawaii is 'da best'!".

Objective 3:

To determine and implement project ideas to change apathy to positive action.

Introduction (To Students):

A "sleeper" is someone with a great potential for action, but is presently not moving anything or anyone! We have all known "sleepers." Are you a "sleeper" in your political awareness? If so, and you really want to wake up, TAKE THE FIRST STEP. . .

Activity A: In-depth Study

1. Select one or more of the sections (III to VI) in this unit for in-depth study.

2. Encourage students to follow through with specific activities as a class or as individuals, e.g., lobbying for a bill.

Note:

One suggested approach is to use materials from SECTION I and II only, especially if time is limited. Students can work on individual and group projects outside of class time. The reports can be the climax of the study. The focus should be on getting students involved actively in the political processes.

Activity B: Projects

1. Have each student select a project idea which is of interest to him and which encourages involvement.

2. Expand on "Project Ideas," on the following page, as a class, e.g., a student's survey can be used by the entire class to determine voter attitudes.

3. Use the following quotation to stimulate students to select projects which will mean hard work:

> All growth depends upon activity. There is no development, physically or intellectually, without effort, and effort means work. Work is not a curse; it is the prerogative of intelligence, the only means to manhood, and the measure of civilization.
>
> —— Calvin Coolidge

Project Ideas

The following list provides a "starting point" for the individual students. It is recommended that a class period be used to discuss more innovative ideas.

Audio-visual Presentations:

Bulletin board display, posters, slide/tape show, filmstrip, videotape, movie, cartoon.

1. Select an issue or topic related to this unit of study, e.g., voter apathy.

2. Collect appropriate information and data, e.g., voting statistics.

3. Write a draft of the script, list ideas for visuals or sketch ideas.

4. Use interesting approaches to create interest, e.g., portray apathy as described by a student body not supporting its football team to point out the need for students to overcome apathy.

5. Complete the project.

6. Evaluate the project. Is the selected idea or topic displayed adequately or portrayed accurately?

Written Presentations:

1. Compile newspaper and magazine articles on a specific topic and write a summary. Present to group after guidelines are presented to help the students listen critically. Evaluate presentation with group through discussion, etc.

2. Write an article or series of articles for the school newspaper on a topic of current student interest.

3. Analyze commercials related to campaigns in the newspapers, on radio, or television.

4. Write a script for a radio program or television program dealing with voting information, an issue of concern, etc.

5. Write a letter to a specific elected official dealing with an area of concern in your community.

Interviews:

1. Select a resource person and make an appointment.

2. Organize questions and write them down in a clear way.

3. Record the interview by taping or videotaping the interview.

4. Evaluate the interview to see if the person really answered the questions.

Polls and Surveys:

Refer to Activity B under Objective 1 of this section.

The Resource Appendix following Section II includes: Discussion Questions; Voter Apathy Questionnaire; newspaper reprints: "Voter Apathy Cited in Fight Against Pollution" and "Apathy Takes Legislator Off the Hook"; plus two apathy cartoons.

*Taken from *Project PAVE*, Hawaii.

Appendix A:17

IPLE Curriculum Objectives*

The following is a systematic listing of important goals of the IPLE curriculum. These goals are not written in strictly behavioral (measurable) terms, nor do they represent an all-inclusive compilation of every objective of the program. Rather, they serve to provide the teacher, school administrators, and interested educators with a good overview of the major student goals, anticipated student knowledge, skill and competencies, and significant projected activities of the IPLE curriculum.

Voter Education

Broad Curriculum Objectives

The purpose of the Voter Education Unit is that:

1. students know the names of candidates and the offices for which they are running in the primary, municipal school, and general elections;

2. students define and understand the terminology of the electoral process;

3. students understand the basic trends and sequences underlying the historical development of the American political system;

4. students participate in, and conduct, a voter registration drive;

5. students organize and implement a permanent voter education organization in the school;

6. students acquire the ability to analyze and understand the structure of local, state, and national political parties;

7. students compare and contrast the party platforms of the political parties;

8. students evaluate the candidates and make personal judgements on their competence;

9. students evaluate the success or failure of the political system related to the electoral process;

10. students intern in campaign activities of political parties;

11. students intern in Election Day activities;

12. students analyze the role of the media in modern political life;

13. students acquire the capability of supplying information to the community-at-large on the candidates, issues, and Election Day activities;

14. students conduct a candidates' night for the benefit of the larger community;

15. students register and vote when they reach the age of eligibility;

16. students analyze and evaluate the Electoral College system of presidential selection;

17. students develop leadership qualities through involvement in the various activities related to Voter Education.

Specific Objectives

Voter Registration Drive

1. students develop a working knowledge of the laws, procedures, and requirements for voter registration.

2. students develop skills in "targeting" their local community in order to conduct a successful voter registration drive.

3. students role-play campaign procedures (e.g., telephoning, precinct canvassing) to prepare for actual activities.

4. students conduct a voter registration drive for the eligible student population of the school and/or community.

5. students analyze and make judgments about the attitudes and feelings of the American electorate.

Election Information/Issue Analysis Center

1. students identify the offices and candidates in the election.
2. students establish and operate an election information center and issue analysis center.
3. students list and identify important international, national, state, and local issues in the campaign.
4. students compare and contrast the opposing viewpoints on important international, national, state, and local issues.
5. students formulate logical, informed opinions on such issues.

Simulated Election

1. students simulate the principal components of a general election, i.e., voter registration, political party organization, campaign techniques, a Board of Elections, and the actual voting process.
2. students use a voting machine.
3. students develop a "party platform."

Political Education Assembly/Candidates Night

1. students schedule and conduct an assembly and/or community candidates night at which candidates for office will speak.
2. all students become aware of the candidates and issues in an upcoming election.

*Taken from *Voter Education Unit*, Institute for Political and Legal Education.

Appendix A:18

Lesson Five*Political Decision Making

What are the Influences on Political Decisions?

Objectives:

1. Participating students will be able to explain "influence" on political decision-making particularly the role of the lobbyist.
2. Participating students will be able to identify some of the factors influencing legislative policy.

Activities:

1. Students will identify those lobbyists who actively lobbied for a major piece of legislation and explain the techniques used.
2. Students will invite a lobbyist to discuss his/her role and method of operation, and will question the lobbyist on the extent of his influence, the amount of money used, and the ethics involved.

   What are the laws controlling lobbyists?

   Is there a need for more control?

   Is it justifiable to use material means to influence decision-makers?

   Has the lobbyist usurped the democratic process and is legislation now being made by lobbyists rather than by elected representatives?
3. Students will use the IPLE simulation game Lobbying.
4. Students will lead a discussion to identify factors affecting political decision-making. One student draws a chart on the blackboard using a selected example, such as forced school busing. As students provide appropriate answers, the chart should be filled.

*Taken from *Voter Education Unit*, Institute for Political and Legal Education.

School Busing

Factor	Legislator's Actions, Reactions	End Result
1. Government conducting experimental busing	1. Remain neutral	1. Busing experiment begins
2. Riots occur in 90% of all bused schools	2. Become negative	2. Attempts occur to end busing
3. Opinion polls show that 69% of voting constituents oppose busing	3. Makes issue of opposition	3. School busing appears to be ended
4. Organized lobbyists oppose busing	4. Demands end of busing	4. Busing is ended

Appendix A:19

Canvassing Techniques*

Procedure

Community canvassing includes the essential elements of introductions, delivery, and follow-up to insure success. An effective procedure always involves the following: knock; carry a clipboard with all vital voter details; and proceed with, "Good morning (or afternoon). I'm (name of person) from _____ High School as part of the Institute for Political and Legal Education, and we are canvassing _____ community. Would you mind answering these *brief* questions?" Request their name, address, telephone number, and if there are any unregistered voters in the household (especially 18 year olds). If there are unregistered voters, ask whether they need transportation or babysitting service. Lists of eligible voters and sometimes unregistered individuals are available through the local political parties, especially committeemen or women or the board of elections. Revised Title 19 voting laws state:

> In each county the commissioner of registration shall submit to the Secretary of State, on or before February 15 of each year, a plan providing for evening registration for the primary election, and on or before July 1, plans for evening and mobile registration. Such plan for mobile registration may include door-to-door registration and shall include the schedule and route to be followed by the mobile registration units. On or before the last school day on which a person may register to be entitled to vote . . . the commissioner of registration . . . shall arrange for and conduct registration in each public and non-public high school in the county, of all students who are eligible to register to vote in the ensuing election. School officials shall cooperate with efforts to register students in such schools.
>
> R.S. 19:31-2

The following is a suggested listing of *community canvassing techniques*. Students should recall that a canvassing campaign is effective if it is properly organized and carefully presented to the public.

1. Introduce yourself and state the name of the organization you represent.
2. Note any services requested or unanswerable questions.
3. Explain the importance of voter registration and the significance of electing representatives to government.
4. Be courteous and neat in appearance.
5. Avoid arguments and lengthy discussions.
6. Mark on a list any resident not available during canvassing in addition to those assisting in transmitting the information.
7. Carry sufficient literature, but do not convey the impression of a bill collector or vendor.
8. Canvass between the hours of 4:00 and 9:00 p.m. on week days and full days on Saturday and Sunday. Inclement weather is excellent since it keeps residents indoors.

Following the canvass, it is important to compile the worksheets from the canvass sheets as *quickly* and efficiently as possible. The clerical staff can assist in maintaining worksheets by name, address, and telephone number (noting unregistered voters) and need for transportation or babysitting service. Note that transportation should involve one car with driver and/or a male/female. Babysitters should be individuals living as close to the person's neighborhood as possible so that the parent feels more comfortable leaving the child. Survey teams should consist of a male and female, a combination that puts most people at ease.

Prior to community canvassing, participants should investigate the motivation of individuals to vote in an election.

A panel of students should assume the roles of various character types such as a policeman, labor union member, a strockholder of IBM, etc., in order to analyze voter habits and reasoning. Factors influencing the individual voter would include the significance of an election, the impact of the outcome, particularly in areas of high single party concentration, and the comparative costs of voting and non-voting.

Simulation

In order to prepare for canvassing in the community this activity should be introduced to the student by means of a simulation. Generally, if objectives are formulated in advance by the instructor, the method of presentation will be easily translated into a simulation.

Start with two people (one on one) and define the setting as simply as possible with a minimal amount of props. For example, place a chair or table between two students to differentiate the inside from the outside of a house. Build on the opening segment by adding a variety

of character types such as conservative, liberal, sophisticated, cooperative, or hostile individuals. In response to all these types, please impress on the canvassers:

1. Keep cool and calm;
2. Be polite;
3. Don't waste time making converts;
4. Answer any questions they might have *politely*, but stay off the "soap box"; no speeches!

Observe the manner in which the canvasser approaches the resident and note improvements. Incorporate "alter egos" of pro and con attitudes toward voting to influence the characters being portrayed. Note as the individual hesitates for a second in between sentences in their response, the canvasser should *quickly* interject with another question. An example of this format follows:

Canvasser: Would you mind answering some brief questions?
Alter Ego: Tell her you're busy with the children.
Resident: I'm sorry, my children are keeping me very busy.

A few basic rules of thumb should be followed:

1. Start the students *one on one* on the role play;
2. Add different type characters (i.e., Archie Bunker, sophisticate, etc.);
3. After one on one then use alter egos;
4. Have students reverse roles (this is done so that the student becomes cognizant of the arguments both for and against the person wanting to register or vote).

*Taken from *Voter Education Unit*, IPLE.

Appendix A:20

Lesson 6* Surveying the Community

Background Information

It is often important to guage the political interest of a community to make important decisions such as how much literature to distribute in that community, how often a message should be broadcast on radio or TV, or how often speakers on an issue need to make appearances.

One way to get an idea of the interest of the people in the area is to do a survey. This general survey of political interest serves several useful purposes for the students:

1. It gets them into the community to get acquainted with the people;
2. It gives students ideas of the community they live in;
3. Students get either positive or negative reactions from the community to voting, and the reasons why;
4. It gives students an opportunity to collect and process data on their community.

Arthur Hadley, in his recent book *The Empty Polling Booth*, found that the most startling characteristic of people who do not vote, as compared to people who do vote, was that a much higher percentage of non-voters believed that their lives are determined by luck. Voters were much more likely to believe they could plan their lives. He does not accept the stereotype of the non-voter. The characteristics of the non-voter were thought to include being: young; female; rural; Southern; less well educated; lower income; probably a member of a minority group. Hadley found that in fact a high percentage of non-voters were well educated, higher income, white, male, urban, and Northern—no different from voters. The only substantial difference was that non-voters don't believe they can plan their lives, but voters believe they can.

Preparation

1. Make copies of the Survey. Allow 3 copies per student.
2. Familiarize yourself with the procedure for processing the results.
3. You might want to contact the local newspaper to have them print your results in the newspaper.

Objectives

1. Given a questionnaire, students will be able to conduct a survey and process the date.

Activities

1. Have students conduct the survey. Then discuss with them: What kinds of responses did you get? Were people reacting favorably to you? Negatively? How much time did you need to spend in the neighborhood?
2. Have students tally and process the results of the survey, using the materials provided.

Sense of Political Efficacy: the more a person feels he is able to influence government and have government respond, the higher is that person's sense of political ef-

ficacy (PE). That is, it is the degree to which an individual feels that he or she can influence political decisions or that government is responsive to him or her.

Tallying the results: give one point to every Disagree response. The range of scores possible for each respondent if 0 - 5. If the score is 0, 1, or 2, we will call that a LOW sense of political efficacy. If the score is 3, 4, or 5, we will call that a HIGH sense of political efficacy. Make a tally sheet like the one that follows.

Based on the tallies the students have made, ask the following questions.

1. Does there seem to be a relation between sex identification and sense of political efficacy? If so, what? What might be the reasons?
2. Does there seem to be a relation between racial identity and sense of political efficacy? If so, what? What might be the reasons?
3. Does there seem to be a relation between political party preference and sense of political efficacy? If so, what? What might be the reasons?

Resource Persons

Any person who has been involved in conducting polls or surveys would be helpful for this lesson. Advertising agencies are often asked to do polling for candidates. Someone involved in census taking has also been involved in the processing of data. The county Republican or Democratic chairperson might also be of help to the students in processing this information. Some of these resource persons might be very interested in the statistics the students come up with.

Helpful Hints

In many communities, the area the students survey will probably be quite homogeneous politically and racially. That will make it more difficult to use the tabulated results to discuss comparative feelings of political efficacy between race or parties. However, it does mean that students may be able to describe with some accuracy the degree of political efficacy felt by members of that community.

*Taken From *Practical Politics*.

Survey Form

Fill in the following information for each person you interview:

Sex _____ Male _____ Female

Political Party Preference _____ Democrat _____ Republican _____ Neither

Racial Identity _____ White _____ Non-white

1. I don't think public officials care much about what people like me think.
   _____ Agree _____ Disagree
2. The way people vote is the main thing that decides how things are run in this country.
   _____ Agree _____ Disagree
3. Voting is the only way that people like me can have any say about how the government runs things.
   _____ Agree _____ Disagree
4. People like me don't have any say about what the government does.
   _____ Agree _____ Disagree
5. Sometimes politics and government seem so complicated that a person like me can't really understand what's going on.
   _____ Agree _____ Disagree

Tally Form

Appendix A:21

Handout #12*

Why We Should Keep the Electoral College

The Electoral College strengthens the two-party system; abolishing it would encourage other political parties to back their own candidates, fragmenting the election system.

The Electoral College helps to strengthen the federal system of government by having two electoral votes for each state (same as equal representation in the Senate). This gives states, as units, a direct role in presidential elections.

Because it is representative voting, tedious recounts of whole states elections and challenges have not been a problem.

Because the winning candidate racks up so many electoral votes (the winner-take-all situation) the candidate can be perceived as being the absolute best choice; national support and backing is always desirable.

Minimizes the temptation for election fraud.

Because even the smallest state is guaranteed at least 3 electoral votes, candidates are forced to give them some consideration.

There really is no pressing need for changing the Constitution.

Because minorities tend to be concentrated in large states, they can have an important effect on the outcome in those states. Direct election would dilute their political influence, leaving them with diminished influence.

The Electoral College has worked so far; leave it alone.

Why We Should* Abolish *the Electoral College

With the Electoral College it is not guaranteed that the candidate with the majority of the popular vote will get elected. In 1824, 1876, and 1888 the Presidents elected were not the choice of the majority of the people.

With the large states having the most electoral votes, candidates tend to spend all or most of their time there while smaller states may not even see a presidential candidate.

A bare majority of voters in a relatively small number of big states could elect a President.

In 1801 and 1824 no candidate received majority electoral vote. Election of President (per Constitution) decided by U.S. House of Representatives.

There is much reason to suspect that the Electoral College promotes voter apathy.

One person, one vote should be adhered to, and the present system does not provide it—direct election would.

Each state receives at least three electoral votes regardless of population. This means states with less population are favored in electoral votes.

Because there is no legal requirement for an elector to vote for the candidate to whom she/he is pledged, it may happen that the candidate chosen by popular vote does not win.

Electors function as rubber stamps.

The Electoral College is cumbersome, expensive, and unnecessary.

*Taken from *Practical Politics*.

Appendix A:22

Part III. The Importance of Issues in Elections*

A. Issues Today, Yesterday and Tomorrow

Issues of one kind or another throughout America's history have been the rallying cause, and focal point for political discussions, debates, reform, revolution, and steady social change. The issues, the leaders, and the interest groups which championed them, in many ways have been instrumental in the emergence of today's democratic civilization.

An election, like the one currently going on, often brings about many issues of special public concern around which people with common interests form groups, and exert political influence by generating public support, working for candidates and specific legislation, and voting at the ballot box.

Interest groups cover a whole range of issues and many have offices in Washington, D.C., or in the state capitals where staff members spend most of their time trying to gain lawmakers and public support on issues that are important to their members.

B. How Issues of the Past are Institutions of Today

Summarizes how each of the following issues have affected living and lifestyles, either with *classroom discussion, research projects, debate issues, reading files* or *committee reports*. Describe in the context of the times,

the contrast with its practice nationwide today.

- *freedom of religion*
- *free press*
- *trial by jury*
- *right to vote*
- *public schools*
- *social security*
- *civil rights*
- *medicaid*

C. Issue Oriented Interest Groups and How They Function

Investigate the number and kinds of issue oriented interest groups that function in your community and at the state capitol.

Choose an issue that you feel strongly about. It can be a school, community, state, nation(al) or global issue. *Find out* what interest groups are involved on both sides and their viewpoints. Plan ways in which you can participate in an organization that is working on that issue.

Research one of the large interest groups such as the Sierra Club, NOW, the United Farm Workers, the NAACP, and others and determine the issues which are of their direct concern.

Exercise 10: Getting on the ballot is an example of a NASSP student exercise:

Exercise 10

Getting on the Ballot

Purpose

To make students aware of candidate qualifications and of the procedures a candidate must follow to get his or her name on the ballot.

Background Information

On the day of the general election when the ballot is distributed to the voter, the candidate's ordeal is over, his or her fate lies with the voter.

Most voters are aware of the weeks, months, and even years of campaigning that the candidate has faced, but few are aware of the qualifications and procedures required to get his or her name on the ballot—the qualifications and procedures to become a candidate.

The qualifications for candidacy vary with the unit of government and with the office. Most, however, pertain to citizenship, age, and residency. The following qualifications for U.S. Senators and U.S. Representatives are set forth in the Constitution of the United States.

> No person shall be a Senator who shall not have attained to the Age of thirty Years, and been nine years a Citizen of the United States, and who shall not, when elected, be an inhabitant of that State for which he shall be chosen.
>
> No person shall be a Representative who shall not have attained to the Age of twenty-five Years, and been seven years a Citizen of the United States, and who shall not, when elected, be an inhabitant of the State in which he shall be chosen.

The qualifications for all other candidates in a State election may be found in the state constitution, for example:

> To be eligible to hold the office of Governor, Lieutenant Governor, Attorney General, Secretary of State, Comptroller or Treasurer, a person must be a United States citizen, at least a certain age, and a resident of this State for a designated number of years preceding this election.

Student Activities

1. Have the students *interview* local elected officials to learn about the procedure they followed to get their names on the ballot for different offices.

2. *Research* independent and minor party candidates to determine how they got on the ballot.

3. Encourage the student to *discuss* why the qualifications for candidacy generally pertain to citizenship, residency, and age.

4. Have the students present a *symposium* to discuss the following questions:

a. Which qualifications for candidacy are most important? Why?

b. Which qualifications for candidacy might be modified? Why?

5. Discuss with the students the purpose of nomination papers. Encourage the students to develop nomination paper requirements which might be used in student-council and class elections.

6. Give the students an opportunity to discuss why it is important for candidates to disclose their economic interests. Discuss questions such as the following:

a. If a candidate for treasurer has interest in a bank, how might this influence his actions, if elected?

b. If a legislator owns a road-building company, how might this influence his vote on certain bills? Do you think such a senator or representative should be required to refrain from voting on such bills? How can he represent the people if he does not vote?

c. Do you think certain economic interests should be made public as the law now requires or does a candidate have a right to privacy?

7. A primary election in which the voter is not required to state his or her party preference is called an "open" primary. Have the students *research* to learn if any states have open primary elections.

8. Encourage the students to *learn the names* of their representatives in the City of General Assembly. Have them periodically investigate the records of these legislators on issues of interest to the students.

Appendix A:23

Young Voters Campaign*

5 Weeks

Weekly Calendar of Events

Preparation Week

1. Set up organization & view 15-minute cassette/filmstrip "Youth Vote."
2. *Principal* selects a faculty advisor.
3. *Advisor* calls a meeting to form a *School Advisory Board*:

Faculty Advisor
Student Council President
Class Presidents
Student Newspaper Editor
Service/Citizenship Club Presidents
Department Chairmen & Chairwomen (government, social studies, history)
Other interested Students & Faculty

See page 5, NASSP "Coming of Age in America"

4. The *Advisory Board* selects a *Student Steering Committee* which functions as the executive council and is comprised of the chairpersons on the:

Voter Education Task Force
Registration Task Force
Community Action Task Force

See page 7, NASSP "Coming of Age in America"

5. The *Student Steering Committee* set up the *Calendar of Events* and related plans for the five week program.

6. The *Community Advisory Board* which is chaired by the principal is set up and includes members from:

League of Women Voters
Republican & Democratic Parties
NAACP
PTA
election officials
church & civic organizations
press, TV, radio
interested citizens

See page 6, NASSP "Coming of Age in America"

Week 1

Big Event: Schoolwide Assembly—View cassette/filmstrip "Youth Vote"

Introduce Young Voters Campaign

Students sign up for internship in campaigns, public service organizations, and government, as well as task force committees.

Junior and Senior Voter Registration

Public Opinion Poll: Students

Action Focus Teach-in; "Campaign Issues"

Community Activity: Town meeting on Campaign Issues

Week 2

Big Event: Registration Dance

Public Opinion Poll: Faculty & Election Services

Action Focus Teach-in: "National Candidates"

Community Activity: Town Meeting on National Issues

Week 3

Big Event: Mock Convention See "Curriculum Guide"

Public Opinion Poll: Parents

Action Focus Teach-in: "State Candidates"

Community Activity: Town meeting on State Candidates

Week 4

Big Event: Mock Election See "Curriculum Guide"

Public Opinion Poll: Public Officials

Action Focus Teach-in: "Local Candidates"

Community Activity: Town Meeting on Local Candidates

Week 5

Big Event: Election Dance
"Get Out The Vote Drive"

Public Opinion Poll: Community Members

Action Focus Teach-in: "Campaign Round Up of Candidate & Issues"

Community Activity: Town Meeting on Round Up of Candidates & Issues

_____

_____

_____

For more information on organizing this Youth Voter Campaign. election officials should refer to NASSP's publication "Coming of Age in America."

Taken from Voter Education Curriculum Guide, NASSP.

Appendix A:24

II. Understand Campaign Financing Laws*

A. Understand the purpose of Federal election campaign laws.

1. Understand the need for campaign reform due to previous abuses.

a. List the sources of campaign contributions in the past after reading the history of campaign financing found in Appendix A.

b. Explain the laws passed by Congress in response to this campaign spending after reading the history of campaign financing found in Appendix A.

1) List laws passed prior to 1971 and explain the purpose of each.

2) Explain why some contribution sources were prohibited by giving examples of past abuses remedied by the Federal Election Campaign Act of 1971 and as amended in 1974.

3) Debate and discuss the campaign finance laws of 1971 and 1974 in terms of the following issues.

a. Limits on contributions to campaigns.

i) *Freedom of individuals to contribute voluntarily from their own personal funds to candidates of their choice.*

ii) *Equal opportunity for all citizens to influence their elected officials instead of the rich having more influence than the poor.*

b. Limits on campaign spending by a candidate's committee or spending by a candidate from his or her own personal funds.

i) *Freedom of speech for all candidates to make their views known to the public by placing advertisements on television and radio and in newspapers and mailing their views to the public.*

ii) *Equal opportunity for all candidates regardless of wealth to win election to public office.*

c) Limits on independent expenditures, whereby an individual does not consult with a candidate or committee about the spending. (See Appendix I for a definition of independent expenditure and page 4 of the FEC brochure entitled "The FEC and the Federal Campaign Finance Law.")

i) *Freedom of speech for all individuals to make their own views known to the public by placing advertisements in the media.*

ii) *Equal opportunity for all citizens to be heard and reported by the media and by professional polling organizations.*

d) Public disclosure of campaign contributions and expenditures.

i) *Privacy of individuals from government regulation of their personal lives and disclosure of their financial contributions.*

ii) *Disclosure to give the public and the press the opportunity to learn who the large supporters of a certain candidate are and monitor the actions of that candidate in relation to the large supporters of the campaign.*

e) Constitutionality of the government agency established to enforce the new laws:

i) *The Commissioners are appointed in an unusual manner, giving more power to Congress than from other agencies.*

A. *Two appointed by the President.*

B. *Two appointed by the Majority Leader of the House;*

ii) *All candidates for Federal Office are regulated by the FEC so the House, Senate, and Presidency should each (have) an equal opportunity for nominating Commissioners.*

c. Discuss the findings of the U.S. Supreme Court in the *Buckley* v. *Valeo* decision.

1) *Upheld individual contribution limits.*

2) *Struck down limits on campaign spending and spending by a candidate from personal funds.*

3) *Struck down limit on independent expenditures.*

4. *Upheld public disclosure of campaign contributions and expenditures except in cases where it could be shown that an individual or group experienced harassment due to disclosure. (A recent court case, FEC v. SWP found that contributors to the Socialist Workers Party (SWP) had experienced harassment and, thus, would not be required to file public disclosure reports of financial activity.)*

5) *Struck down the constitutionality of the FEC due to the manner of appointment of Commissioners but upheld the authority of Congress to create such an agency if the Commissioners were nominated by the President with the advice and consent of the Senate as with other executive departments and agencies. (The Congress did reconstitute the Commission and Commissioners were sworn in on April 14, 1975 by President Ford.)*

d. Discuss public financing of Federal elections.

1) Describe the public financing of Presidential elections, which began in 1976.

2) Discuss the advantages and disadvantages of public financing for House and Senate elections.

a) List the arguments frequently made in favor of public financing.

i) *It would limit the influence of special interest groups.*

ii) *It would make it easier for a popular candidate who is not wealthy to be elected.*

iii) *There are sufficient funds available in the Presidential Election Campaign Fund which consists of dollars voluntarily checked off by taxpayers on their Federal income tax returns.*

b. List the arguments frequently made in opposition to public financing.

i) *The costs are high in times when government spending is being questioned by the public.*

ii) *Fewer taxpayers are checking off dollars for the Presidential Election Campaign Fund, possibly indicating public opposition to public financing.*

iii) *It would be difficult to enforce compliance with campaign laws on so many races and some candidates might spend the public funds for private, non-campaign purposes.*

• Taken from Curriculum Guide, Public Information Office, Federal Election Commission.

Appendix A:25

TEACHER'S PROCEDURES•

I. PRE-ELECTION DAY PROCEDURES

A. Materials—Organize the following in preparation for election day.

1. One ballot per pupil. Duplicate these from the ballot included in the packet.

2. Signs to be posted around the polling place, such as "Vote Here," "Polling Place" and "Ballot Box." Duplicate these from the materials included in the packet or see Related Activity I, D-4, pgae 11.

3. One large box or container with a removable lid to serve as the ballot box. The lid should have a slot in the top to fit the voted ballots.

4. Two desks or tables to serve as voting booths. Cardboard screens may be used to complete the booths.

5. Pencils to mark the ballots.

B. Polling Place Arrangements

1. The voting area should be isolated to ensure the secrecy of the vote.

2. The two stations for voting should face separate walls.

C. Voter Qualifications—Set voter qualifications for your classroom. See Related Activity I, C, page 11.

D. Judges of Election—At least 5 judges are required for a general election. See Related Activity I, D-2, page 11. In this election the class may act as the fifth judge to observe the tallying procedure.

E. Voting Instructions

1. Acquaint the boys and girls with the ballot. Explain that they should vote for (a) their favorite bird, (b) their favorite wild animal, and (c) their favorite dog. See Related Activity I, B, page 10.

2. Show the class how to mark the ballot by crossing two lines (X) in the box in front of their selection. Explain that only correctly marked votes may be counted.

3. Explain where to write-in the name of the candidate of their choice if it is not already printed on the ballot.

4. Emphasize that each voter should vote for only one candidate in each group.

5. After the ballot is marked, explain that it must be folded to ensure secrecy and handed to the judge of election to be inserted into the ballot box.

II. ELECTION DAY PROCEDURES

A. Conducting the Election

1. At the given time a judge of election announces that the polls are now open and shows the class that the ballot box is empty.

2. As the class is engaged in other election related activities, each qualified voter obtains a ballot from a judge of election, marks it in secret in the voting area, folds the ballot and returns it to the judge to be inserted into the ballot box. See Related Activity II, B, page 12 from class activities.

B. Closing the Polling Place

1. After all qualified voters have voted, a judge of election announces that the polls are closed.

2. Two other judges open the ballot box, unfold the ballots, and read aloud the properly marked ballots.

3. The fourth judge, with the class looking on as the fifth judge, tallies the votes on the chalkboard. See Teacher's Background, page 3.

*Taken from "Let's Vote", Illinois State Board of Elections and Illinois Office of Education, 1978.

Appendix A 26

CAMPAIGN COMPARISON SHEETS*

Wild Animals of Arkansas

Rabbit: Rabbits are small furry animals known for their speed and their long ears. They eat mostly bark and herbs, but may eat crops if their population becomes too large.

Deer: Deer are graceful animals known for their swift running and their ability to jump. Male deer have antlers. Deer eat buds and twigs of wild shrubs and trees.

Mockingbird: The mockingbird can imitate the song of any other bird. It feeds on insects, wild fruits, and weed seeds. It is the state bird of Arkansas.

Trees of Arkansas

Pine: Pine trees are important to the lumber industry of Arkansas. The short leaf or yellow pine is our state tree. Pine cones hold the seeds of the tree.

Apple: Apple trees are grown for their delicious fruit. The pink and white apple blossom which blooms before the apple forms, is the state flower of Arkansas.

Sweetgum: Sweetgum leaves are in the shape of a 5-pointed star. They are bright green in the summer and turn red and yellow in the fall. Knobby seed balls contain the seed of the tree.

Crops of Arkansas

Cotton: Arkansas is one of America's leading cotton-producing states. Beside cotton clothing, cotton fiber and seeds are used for industry and household uses.

Strawberry: The strawberry is a small plant belonging to the rose family. It is grown for its tasty red fruit. Arkansas is a leading strawberry-producing state.

Rice: Arkansas is a leading rice-producing state. In addition to food, the rice plant is also used for animal fodder, fertilizer, and rice straw products.

*Taken from "Be a Voter," Arkansas, Secretary of State, 1980.

Appendix A:27

HANDOUT 1-1* "VOTING IS CHOOSING"

Directions: Read the story below and answer the questions

Bob is a Cub Scout. Tonight his pack must *choose* its leader for the year. This is an *election*. Three boys, Dan, Billy and John, all want to be the leader. To pick the leader all the scouts must choose. They will each *vote* for one of the boys. The boy with the most *votes* will be the leader. He will be the winner of the *election*.

Bob's sister Jane wants to go. She is not a Cub Scout, so she cannot *vote*. Only scouts can vote in the election for scout leader.

1. Name some ways the scout can vote.
2. Should Jane be allowed to vote? Why?
3. Should Tim, a Cub Scout from a different pack be allowed to vote? Why?
4. What are some other things that people vote for?

HANDOUT 1-4 "BE A SMART VOTER"

To be a smart voter, I want to learn about each *candidate*. I want *information* on each *candidate*. Information will help me learn more about the candidate.
I want to know:

1. what the candidate looks like;
2. where the candidate lives;
3. does the candidate make any sound? what sound?;
4. what does the candidate use for food?

Can you think of other things about the candidate that a voter should know?

To Do: Find out about your candidate. You can find information in the dictionary, in library books, and in magazines. With your information, you can be a smart voter.

LESSON 3 "POLITICAL CAMPAIGNS"

Activity:

1. Divide class into two campaign teams. One half of the class is to collect material on the Democratic candidate, the other half the Republican candidate. If candidates from other parties are involved in the campaign, the teachers should gather information for a display on these individuals.

2. Ask students to suggest sources for campaign material. Listen for: newspaper articles and advertisements; magazine articles; party headquarters; campaign office; family or neighbors involved in the campaign, etc. Some students may want to record radio or television spots.

3. Distribute Handout *3-3* "The Campaign." After students read Handout *3-3* establish a time limit for collecting materials. Explain that articles can be added for only X number of days.

4. Help students draft a letter to candidates' campaign headquarters. If it is not possible for students to visit the headquarters to collect information, they can request materials by mail. Only one letter per group should be sent to avoid duplicating the request. A similar letter could also be sent to party headquarters for similar purposes.

SAMPLE LETTER

Mr./Ms. _____, we are students in _____ grade class at _____ elementary school.

Our class is studying the election for _____ _____ as we learn about voting. We want to make a display of campaign materials for our class. Please send us information about _____ and samples of his/her campaign materials.

After we learn about the candidates we will have an election for _____ in our class.

Thank you very much.

---

5. a. During the time students are gathering information on the candidates, the teacher might want to schedule a speaker for the class.

Suggestions:

1. Media representative to talk about covering a campaign;

2. Journalism or English teacher to talk about newspaper writing;

3. Member of Democratic and/or Republican Federated Women; Democratic and/or Republican county party chairman; League of Women Voters to discuss the process of a campaign.

b. Help class write a press release to the local newspaper. The release should contain the following information;

1. Name of School;
2. Grade;
3. Teacher's Name;
4. Explanation of class unit on voting including the campaign being studied;
5. Date of class election.

HANDOUT 3-3—"THE CAMPAIGN"

A person who wants to be elected is called a candidate. People want information on the candidates before they decide whom to vote for. To get information to the voters, the candidate conducts a campaign. During the campaign the candidate tells the voters what he wants to do for them. He discusses his ideas with the voters.

There are many ways for the voters to learn about the candidates. Newspaper reporters write about the candidates. Magazines also have stories about them. Television and radio also follows the candidates. Candidates print their own materials to give to voters. Some of these materials talk about the candidate—these are called brochures. Other materials attract attention. Some of these are bumper stickers, posters, buttons and yard signs. Candidates often have ads on radio and television too.

To Do: Read a newspaper article about a candidate. Answer the following questions:

1. What is the candidate's name?;
2. What office is the candidate running for?;
3. Where was the candidate when the article was written?;

4. What was the candidate doing when the article was written?;
5. What paper was the article in?.

LESSON 3—"YOUR CONCERNS CAN BECOME ISSUES"

1. Explain: The people that voters elect to Congress are the representatives of the people. Rather than having everyone come to Washington, D.C. at the national level, or Columbus on the state level, our representatives act on behalf of the voters. Just electing representatives, however, is not the end of the citizen's effect.

If a voter wants to do something about a concern, the first step is to find out what level of government is concerned with that area. One way to do this is through your elected officials—the members of the House of Representatives and Senate.

Ask the students: —Name Ohio's 2 United States Senators.

—Name the Ohio Member of Congress in the U.S. House of Representatives from this district;

—Name the State Senator from this district;

—Name the State Representative from this district.

People who are concerned about a topic should write or phone their Senator or representative. If enough people express concern over the same topic, the legislators will consider their views. Emphasize: It takes a lot of people expressing their concern—not just a few. Once aware of the concern of the voters, a legislator may propose a *bill* and your concern can be on its way to resolution. You must remember, however, that not every concern becomes a *bill* and not every *bill* becomes a *law*.

2. Distribute and discuss *handout 5-4*.

HANDOUT 5-4—"HOW A BILL BECOMES A LAW"

Activity:

Have students read the newspaper, to find out about a bill currently before the legislature. Answer the following questions:

a. What is the title of the bill?;

b. Who is sponsoring this bill?;

c. Is this bill in the House or the Senate?;

d. What does this bill propose?.

3. Ask students to name concerns that affect them. Make a list on the chalkboard of the various suggestions. Possible concerns include:

a. dress code;

b. community curfew;

c. chewing gum in school;

d. cafeteria workers getting free lunch and/or wages;

e. cut-back in a school program—curtailment of a popular course or activity.

Any currently relevant topic will suffice as students will conduct a campaign using one of their concerns as an issue.

4. Explain that the class will conduct a campaign and subsequently hold an election on an issue they select. Have students suggest which topics on the blackboard would be good for building a campaign. Students should consider timeliness of the issue and how much of an effect their concern has on a number of people.

Review with students the types of things done in the course of a campaign. Have the class relate the jobs done on a campaign. Listen for:

a. gathering and researching information;

b. developing campaign materials—posters, bumper stickers, buttons, slogans;

c. media—writing news releases for newspapers;

d. debate—hear both sides of the issue, and ask questions;

e. vote.

Divide the class into two groups, each group representing one side of the issue.

5. Distribute *handout 5-5* to students.

HANDOUT 5-5—"THINGS TO DO IN THE CAMPAIGN"

Students should be instructed to fill in handout 5-5 as their work progresses.

6. With the class, set up a time table for the entire project. On the chalkboard, make a calendar for campaign events, alloting time for gathering information, making campaign materials, conducting a survey, preparing for the debate and readying the room for the election. Set target dates for special events such as any speakers, field trips, debate, registration, and election day. Make sure

all students copy the calendar so that each campaign can stick to the time table.

Time should be set aside during class so that students can meet together and work on the campaign. The teacher will want to meet with both groups to check their progress and act as a resource should students have any procedural questions.

*Taken from Elementary Voter Education Package, Ohio, Secretary of State.

Appendix A:28

THE 1980 PRESIDENTIAL ELECTION*

1. _ _ _	P	_ _ _ _
2. _ _	R	_ _ _
3. _	E	_ _
4.	S	_ _ _ _ _ _ _
5. _ _	I	_ _ _ _
6. _ _ _	D	_ _ _ _ _
7. _	E	_ _ _ _ _
8. _ _	N	_ _ _ _ _ _ _
9. _ _	T	_
10. _ _	I	_ _ _ _
11. _ _ _ _ _	A	_
12. _ _	L	_ _ _

Use the clues below to compiete each word in the puzzle above.

1. People who want to be President will do this before Election Day.
2. He is the Democratic candidate.
3. The President can do this to keep a law from passing.
4. This is the right to vote.
5. You must do this in order to vote.
6. This is someone runing for an office.
7. This is the first convention speech.
8. It is a large meeting.
9. This is a very solemn promise.
10. The first election to choose the candidates.
11. He is the Republican candidate.
12. This is a way of voting.

*Taken from PBS; Stephen City, VA.

Appendix A:29

POLITICAL SCAVENGER HUNT*

PURPOSE: To develop an awareness of the many forms of political participation and how active we could be.

MATERIAL: The Scavenger Hunt List, pencils or pens.

CHILD (K-3 and 4-6)

A. Participants are divided into evenly proportioned groups and given a Scavenger Hunt List.

B. Each item is read by a student in the group or the teacher.

C. Each item is discussed to make sure that it is understood.

D. The persons meeting the criteria for items on the list must be "found" within their own group. Each "find" earns the team one point. One person may fulfill and earn credit for the requirements for more than one "Hunt" item: i.e., if one person votes, is registered, and watches the President on TV, he/she has contributed three points to the team.

POLITICAL SCAVENGER HUNT (CHILD) GRADES K-3

ITEMS-FIND: **TALLY**

1. A person who can name the President of the U.S.;

2. A person who has voted for something;

3. A person who has voted for someone to be captain of a team or club;

4. A person who has been allowed to choose or decide on a classroom rule;

5. A person who has a member of his/her family holding a public office;

6. A person who has met the mayor of his/her city or town;

7. A person who has watched the President on televison;

8. A person who has visited the polls with their parents on election day;

9. A person who has seen a political poster or ad on a telephone pole or building;

10. A person who has seen a political commercial on T.V.;

11. A person who has run for class or school office.

POLITICAL SCAVENGER HUNT (CHILD) GRADES 4-6

ITEMS-FIND	TALLY
1. A person who has helped in a political campaign either in school or in your group or club;	
2. A person who can name the governor of your state;	
3. A person who can name the President and Vice-President of the United States;	
4. A person who has been elected captain of a class or school team or your club;	
5. A person who has attended a meeting of a local political body (e.g., township committee, city council, school board);	
6. A person who has encouraged an adult to vote in a real election;	
7. A person who has attended any type of political campaign meeting or rally (in school or out);	
8. A person who has had the opportunity to shake the hand of a person running for or elected to office;	
9. A person who has voted for anything;	
10. A person who has visited a polling place during an election;	
11. A person who has seen a political commercial on T.V.;	
12. A person who has run for class or school office.	

APPENDIX A:30

QUESTIONNAIRE FOR LOCAL SCHOOL OFFICIALS

Dear Administrator:

As a local election official, I am interested in establishing and strengthening Voter Education Programs for students in our community. The following questionnaire will help me understand how my office might be of service to you.

1. Is Voter Education currently being taught in your school? Please briefly describe your program.
2. Who has assumed responsibility for Voter Education in your school? An administrator, a social studies chairperson, a teacher?
3. What, if anything, is the largest obstacle in starting or expanding Voter Education in your school? No available staff, no available class time, no money for materials, no available Voter Education curriculum?
4. If you currently have a Voter Education program, how could local election officials best help you to strengthen your existing program?

a. By serving as a resource person for teachers?

b. By participating in school/classroom activities (for example, by speaking to groups of students)?

c. By supplying students with Voter Education materials?

d. By making suggestions about Voter Education curricula?

e. Other:

5. If you currently do *not* have a Voter Education program, how could local election officials best help you to start one?

a. By serving as a resource person for teachers?

b. By participating in school/classroom activities (for example, by speaking to groups of students)?

c. By supplying students with Voter Education materials?

d. By making suggestions about Voter Education curricula?

e. Other:

6. Which of the following do you consider the major goals of a Voter Education program? Please rate the following as 1, Most important; 2, Important; 3, Less important; 4, Not important.

____ to inform students about the election laws on the federal level;

____ to inform students about election laws on the local and state level;

____ to instruct students in the proper use of voting procedures;

____ to strengthen students' voter decision-making skills;

____ to lessen voter apathy among young voters;

____ to inform students about political parties and conventions;

____ to teach students about the electoral college;

____ to increase voter registration among 18 year olds.

7. Would you appreciate assistance from local election officials in conducting your school elections (e.g. class officers)?

8. Would a teacher workshop on Voter Education conducted by election officials be beneficial to your voter education program?

Appendix B

ADDITIONAL RESOURCES*

Community

League of Women Voters
Social Studies Teachers Associations
Principals Associations
Boy and Girl Scouts
YMCA/YWCA
Chamber of Commerce
4-H Clubs
Religious Youth Organizations
Service/Fraternal Organizations
Military/Veterans Groups
Democratic/Republican Party Headquarters
American Red Cross
Public Interest Research Groups

State

State Department of Education or Public Instruction
State Bar Association
State Principals Association
State Social Studies Teachers Associations
Boys and Girls State Headquarters
State Student Council Organizations

National

American Federation of State
County & Municipal Employees
1625 L Street, NW
Washington, DC 20036
(202 452-4800

American Political Science Association
1527 New Hampshire Avenue, NW
Washington, DC 20036
(202) 483-2512

Center for Information on America
Washington, Connecticut 06793

Citizens Research Foundation
University of Southern California Research Foundation
3716 S. Hope Street
Los Angeles, CA
(213) 741-5440

Close Up Foundation
1055 Thomas Jefferson Street, N.W.
Washington, D.C. 20007
(202) 342-8700

Committee on Political Education of the AFL-CIO
815 Sixteenth Street, NW
Washington, DC 20006
(202) 637-5120

Democratic National Committee
1625 Massachusetts Avenue, NW
Washington, DC 20036
(202) 797-5900

The Eric Clearinghouse for Social Studies/
Social Science Education
855 Broadway
Boulder, Colorado 80302

Federal Voting Assistance Program
Office of the Secretary of Defense
The Pentagon
Washington, DC 20301
(202) 694-4960

Frontlash
1750 New York Avenue, NW
Washington, DC 20402
(202) 783-3994

Joint Center for Political Studies
1426 H Street, NW
Washington, DC 20005
(202) 638-4477

League of Women Voters Education Fund
1730 M Street, NW
Washington, DC 20036

National Association for the
Advancement of Colored People
Voter Education Department
20314 Grand River
Detroit, MI 48219
(313) 533-5611

National Association of Student Councils
1904 Association Drive
Reston, VA 22091
(703) 860-0200

National Council for the Social Studies
1200 Seventeenth Street, NW
Washington, DC 20036
(202) 296-0760

National Council of La Raza
1725 Eye Street, NW
Washington, DC 20036
(202) 293-4680

National Honor Societies
1904 Association Drive
Reston, VA 22091
(703) 860-0200

National Municipal League
47 East 68th Street
New York, NY 10021
(212) 535-5700

National Women's Education Fund
1410 Q Street, NW
Washington, DC 20009
(202) 462-8606

National Women's Political Caucus
1411 K Street, NW
Washington, DC 20006
(202) 347-4456

Republican National Committee
310 First Street, SE
Washington, DC 20003
(202) 484-6500

Social Studies School Service
10,000 Culver Boulevard, Department V0
PO Box 802
Culver City, California 90230

Southwest Voter Registration Education Project
212 East Houston Street, Suite 601
San Antonio, TX 78205
(512) 222-0224

Student National Education Association
1201 Sixteenth Street, NW
Washington, DC 20036
(202) 833-5525

Voter Education Project
52 Fairlie Street, NW
Atlanta, GA 30303
(404) 522-7495

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* This is prepared, in part, from research conducted by Karen S. Lebovich, League of Women Voter's Education Fund.

Appendix C

ELECTION AND EDUCATION OFFICIALS INTERVIEWED DURING STATE VISITS

Alabama

Don Siegelman
Secretary of State
(phone interview)

John Morgan
Elections Intern
Office of Secretary of State

Vileta Haynes
Voter Registrar
Cullman County

California

Deborah Seiler
State Board of Elections

Frank Sanders
Department of Education

Ernest Hawkins
Registrar of Voters
Sacramento County

George Mann
Director of Elections
Santa Clara County

Myron Kampfer
Assistant Registrar of Voters
Ventura County

Richard Dean
Assistant County Clerk
Ventura County

Leonard Panish
Director of Elections
Los Angeles County

Charles Weissbud
Elections Board
Los Angeles County

Keith Boyer
Assistant Registrar of Voters
San Diego County

Maggie Schneidewind
Voter Outreach Coordinator
San Diego County

Illinois

Mike Lavelle
Director
Board of Elections

Connie Kaplan
Assistant
Board of Elections

Yvonne Smith
Assistant to the Executive Director
State Board of Elections

Sandy Gross
City Clerk
Evanston

Grace-Mary Stern
Clerk
Lake County

David Pierce
Clerk
Kane County

Maryland

Willard Morris
Administrator
Administrative Board of Elections

Betty Eby
Elections Administrator
Anne Arundel County

Robert Antonetti, Sr.
Elections Administrator
Prince George County

Massachusetts

Marcia Molay
Elections Director

New Jersey

Neil Upmeyer
Director
Elections Division

Dan Dean
Outreach Director
Elections Division

Steve Steinhardt
Media Coordinator
Elections Division

John Clyde
Elections Specialist (Education)
Elections Division

Allyn Heck
Superintendent of Elections
Monmouth County

Katherine Wallin
Program Coordinator
Institute for Political/Legal Education
State of New Jersey and federally funded project

Louise Stern
Program Coordinator
IPLE

New York

Betty Dolen
Executive Director
Board of Elections
City of New York

Ohio

Bill Chavanne
Assistant Secretary of State

Peg Rosenfield
Director
Election Programming

Wayne Hill
Communications Director

Pat Garrity
Elections Administrator

Betsy O'Grady
Director
Field Operations

Janis Rehmar
School Project Assistant

Dorothy Woldorf
Deputy Director
Delaware County Board of Elections

Frank Schiraldi
Department of Education

Oklahoma

Kip Stratton
Oklahoma State Elections Board

Washington

Bob Mack
Assistant Secretary of State

Frank Mendizabel
Communications Director

Sam Reed
County Auditor
Thurston County

Bill Vogler
County Auditor
Grays Harbor County

Jim Gallegher
Elections Supervisor
Clark County

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